

TEACHING SOCIO-EMOTIONAL SKILLS IN SCHOOL: A LITERATURE  
REVIEW

*O ENSINO DAS HABILIDADES SOCIOEMOCIONAIS NA ESCOLA: UMA REVISÃO  
DE LITERATURA*

*LA ENSEÑANZA DE HABILIDADES SOCIOEMOCIONALES EN LA ESCUELA: UNA  
REVISIÓN DE LA LITERATURA*



Jéssica Harume Dias MUTO<sup>1</sup>  
e-mail: harume.muto@gmail.com



Márcia Duarte GALVANI<sup>2</sup>  
e-mail: marciaduarte@ufscar.br

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<sup>1</sup> Federal University of São Carlos (UFSCar), São Carlos – SP – Brazil. PhD student in the Postgraduate Program in Special Education.

<sup>2</sup> Federal University of São Carlos (UFSCar), São Carlos – SP – Brazil. Professor at the Department of Psychology in the Degree in Special Education and in the Postgraduate Program in Special Education. PhD in School Education (UNESP).

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**ABSTRACT:** This article sought to review the scientific production between 2010 and 2020 of empirical studies that reported interventions for the development of socio-emotional skills in elementary schools. The search took place in four bibliographic databases (BVS, DOAJ, SciELO and Web of Science) using a combination of two sets of keywords, totaling 50 combinations. 53 articles were selected based on established criteria and presented in data categories. It was found that with different techniques/procedures, materials and school locations, it is possible to teach socio-emotional skills to students of any age, allowing them to fully develop throughout basic education, in other words, they develop the competences of knowing, doing, living together, and being.

**KEYWORDS:** BNCC. Socioemotional. Skills. Competences.

**RESUMO:** *Buscou-se revisar a produção científica, entre 2010 e 2020, de estudos empíricos que relataram intervenções para o desenvolvimento de habilidades socioemocionais em escolas de ensino básico. A busca ocorreu em quatro bases de dados bibliográficas (BVS, DOAJ, SciELO e Web of Science) utilizando uma combinação de dois conjuntos de palavras-chave, totalizando 50 combinações. Foram selecionados 53 artigos com base nos critérios estabelecidos e apresentados em categorias de registros. Verificou-se que com diferentes técnicas/procedimentos, materiais e locais da escola, é possível ensinar habilidades socioemocionais para estudantes de qualquer idade, permitindo desenvolver-se integralmente em toda educação básica, ou seja, desenvolvem as competências do saber conhecer, fazer, conviver e ser.*

**PALAVRAS-CHAVE:** BNCC. Socioemocional. Habilidades. Competências.

**RESUMEN:** *Se buscó revisar la producción científica, entre 2010 y 2020, de estudios empíricos que reportaron intervenciones para el desarrollo de habilidades socioemocionales en enseñanza básica. La búsqueda se realizó en cuatro bases de datos bibliográficas (BVS, DOAJ, SciELO y Web of Science) utilizando una combinación de dos conjuntos de palabras clave, totalizando 50 combinaciones. 53 artículos fueron seleccionados en base a criterios establecidos y presentados en categorías de registros. Se encontró que con diferentes técnicas/procedimientos, materiales y espacios escolares, es posible enseñar habilidades socioemocionales a estudiantes de cualquier edad, permitiéndoles desarrollarse integralmente a lo largo de la educación básica, es decir, desarrollan las competencias saber, hacer, convivir y ser.*

**PALABRAS CLAVE:** BNCC. Socioemocional. Habilidades. Competencias.

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## Introduction

The global debate on the right to quality education for all has been strengthening and influencing public policies in several countries in recent decades, through agreements that aim at the right not only to access and remain in school, but also to guide effective practices for learning for all students. In Brazil, in search of education for all, policies were modified and educational programs were created and, later, intensified and implemented an evaluation system to monitor the teaching and learning of its students (ABED, 2014; BRASIL, 2013; PESTANA, 1998; SOUSA, 1997).

In search of a document that could guarantee minimum learning for all students in the country, the Ministry of Education published the National Common Curricular Base (BNCC), determining knowledge, skills and abilities that students need throughout their basic school trajectory, complementing the established in the DCN. This document, of a mandatory normative nature, defines essential learning, aligned with educational policy proposals and their actions in all spheres, both with regard to learning itself and teacher training, evaluation, development of educational content and the criteria to offer adequate infrastructure for the full development of education.

The BNCC aims to ensure the development of general skills that consolidate the rights to learning and development through a basic curriculum for the entire country, covering skills (practical, cognitive and socio-emotional), knowledge (concepts and procedures), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work (BRASIL, 2018). It considers the student as a human being who needs to develop fully in inclusive environments through understanding everyone's singularities and diversity.

In this sense, it states the need to develop ten general skills that are interrelated throughout basic education, namely: knowledge built on the physical, social, cultural, and digital world; development of scientific, critical and creative thinking; cultural repertoire; communication; digital culture; work and life project; argumentation; self-knowledge and self-care; empathy and cooperation and; responsibility and citizenship based on ethical, democratic, inclusive, sustainable and supportive principles (BRASIL, 2018).

Among these competencies, aspects of socio-emotional development are observed, covering characteristics that involve the construction of personality and its facets (ABED, 2014; CARVALHO; SILVA, 2017). It is understood, therefore, that these skills, being part of general competencies, must be interrelated in the teaching and learning process for global human

development in a non-linear way (BRASIL, 2018). After all, what are socio-emotional skills and why should they be worked on in Brazilian schools?

Human development scholars have dedicated themselves to understanding how the teaching and learning process occurs in individuals during the first years of life. In this sense, Piaget, Vygotsky, Wallon, Winnicott, and Feuerstein already indicated that education must consider the interrelationship between emotion, cognition and socialization in human learning (ABED, 2014, 2016). From this perspective, Brazil begins to direct the construction of basic education towards the development of cognitive and socio-emotional skills through the BNCC. However, socio-emotional skills are not presented in a clear and direct way in the common curriculum, nor is the theoretical conception of this term presented (CANETTIERI; PARANAHYBA; SANTOS, 2021).

In this sense, the understanding of this integral development is based on the assumptions that guided the construction of the BNCC and the documents presented by the third sector in partnership with the government (ABED, 2014; SANTOS; PRIMI, 2014), which indicate that the socio-emotional skills refer to domains linked to personality (called the *Big Five*), which include: Openness to experiences, Conscientiousness, Extraversion, Agreeableness/cooperativeness and Emotional stability (ABED, 2014; SANTOS; PRIMI, 2014).

Based on these statements regarding the teaching of socio-emotional skills and the integral development of the individual, the BNCC considers that the individual is prepared to learn to know, do, live and be (BRASIL, 2018; GONDIM; MORAIS; BRANTES, 2014; SANTOS; PRIMI, 2014), these pillars defended by global initiatives on the new challenges of teaching non-cognitive skills for the 21st century, which are articulated with educational training and demands in professional training, aiming at socioeconomic development (GONDIM; MORAIS; BRANTES, 2014; UNESCO, 2015).

Verifying international and national scientific productions that aimed to develop socio-emotional skills in basic education schools in the last ten years is necessary to understand the results of these interventions, since in Brazil, in a normative context, the mandatory teaching of these skills is recent and emotional education is presented in the literature as a factor that can contribute to the improvement of educational and social indicators. Research shows that developing socio-emotional skills can contribute to academic success, determine dropout and completion of schooling, success in the job market, prevention of aggression in childhood,

behavioral and learning problems or even academic failure (ABED, 2014; BONFATTI et al., 2021; SANTOS; PRIMI, 2014; TESSARO; LAMPERT, 2019).

As seen, teaching socio-emotional skills impacts not only education, but social and economic factors. This reinforces that the socio-emotional skills developed by cognitive, emotional and social intelligence, when applied, generate consequences for interpersonal and intrapersonal relationships, since the individual becomes capable of recognizing their own feelings and those of others, in addition to managing them to establish and control behaviors for positive or negative situations; analyze and resolve conflict situations; and develop creativity in problem solving (GOLEMAN, 2011; GONDIM; MORAIS; BRANTES, 2014; TESSARO; LAMPERT, 2019).

Thus, developing emotional and social skills during basic education is important for cognitive development given the need for emotional self-control to deal with adversities, which directly interfere with learning, as they begin to better understand the meaning of education in their training by applying the content learned in practice. Given the relationship between feelings and motivation for learning, have primary schools implemented practices based on teaching socio-emotional skills? How do they occur? Thus, the present research aimed to review the scientific production, between 2010 and 2020, of empirical studies that reported interventions for the development of socio-emotional skills in primary schools.

## Method

The literature review took place during the month of October 2021, when searches were carried out for articles on the subject, indexed in the *online* databases of the Virtual Health Library (VHL), *Directory of Open Access Journals* (DOAJ), *Scientific Electronic Library Online* (SciELO) and *Web of Science* (all databases), with a ten-year time frame (2010-2020). Two keywords were associated to perform the review, one from the "Keyword 1" column and the other from the "Keyword 2" column, as shown in Chart 1, adding up to 50 searches in each database.

**Table 1** – Keywords used for the bibliographic search

Keyword 1	Keyword 2
<ul style="list-style-type: none"> <li>- Emotional</li> <li>- Non-cognitive skill</li> <li>- Socio-emotional</li> <li>- Socio-emotional</li> <li>-Non-cognitive talent</li> </ul>	<ul style="list-style-type: none"> <li>- Learning</li> <li>- BNCC</li> <li>- Curriculum</li> <li>- Education</li> <li>- Special education</li> <li>- Teaching</li> <li>- School</li> <li>- Inclusion</li> <li>- Pedagogical practice</li> <li>- Program</li> </ul>

Source: Prepared by the authors

The search in each of the databases took place using the “advanced search” option, using the settings: “and” and “word” in VHL; “all fields” in DOAJ with the keywords written in quotation marks and between the word “and”; “all indexes” in SciELO; and “topic” (title, abstract, and keywords) and “and” in *Web of Science*. Data from the VHL, SciELO and *Web of Science* were collected by exporting data from each database to a Microsoft <sup>®</sup> *Excel file*; DOAJ data were extracted using *Zotero*<sup>®</sup> software and subsequently exported to *Excel*; All files were saved in comma-separated values (csv) in Excel, which allowed the information to be categorized into columns.

After searching for each set of keywords in the databases, inclusion and exclusion criteria were assigned at each stage, using resources provided by *Excel* (filters and removing duplicates) and manually by the first author. The selection criteria adopted to select the articles were: being written in Portuguese, English or Spanish; be written in the format of a scientific article; and present the teaching of some socio-emotional skills within regular basic schools. Articles that: did not meet the inclusion criteria were excluded; presented a documentary, bibliographic or theoretical research method; ongoing research; and that the objective of the research did not include the analysis and/or direct (by the researcher himself) or indirect (teachers, managers, school professionals or parents) teaching of socio-emotional skills.

Table 1 presents the number of studies initially identified in each database and their respective inclusion and exclusion stages.

**Table 1** – Selection of articles analyzed in the review

Phases	Category	N	Total
Initial database search	VHL	7709	11,097
	DOAJ	1509	
	SciELO	797	
	Web of Science	1082	
Excluded	Duplicates on the same base	4684	11,044
	Duplicates between bases	717	
	It was not a scientific article	300	
	Outside the theme due to the title	4687	
	Off topic due to summary	565	
	Off topic when reading in full	76	
	Not available in full	10	
	Written in another language	1	
	Theoretical research	4	
<b>Selected (result)</b>		<b>53</b>	<b>53</b>

Source: Prepared by the authors

Based on the established criteria, the descriptive analysis of 53 articles selected for analysis and data extraction in the following categories: year; language; research design; country in which the research was carried out; socio-emotional skill(s) taught (Openness to experiences, Conscientiousness, Extraversion, Agreeableness/cooperativeness and Emotional stability); number of students who participated in the research; age of participating students; intervention time; and location, materials and techniques of interventions for teaching socio-emotional skill(s). The socio-emotional skills identified in the studies were organized by the authors into subcategories based on the five major personality factors<sup>3</sup> (*Big Five*), as presented in Table 2.

**Table 2** – Subcategories of the big five personality factors (big five)

Big Five	Subcategories
Openness to experiences	Willing and interested in experiences; curiosity; imagination; creativity; pleasure in learning.
Conscientiousness	To be organized; hardworking; responsible for their own learning; perseverance; autonomy; self-regulation; impulsivity control.
Extroversion	Direct interests and energies towards the outside world; self confidence; sociability; enthusiasm; interpersonal interactions; initiative; leadership; motivation; decision making; communication; active listening.
Kindness/cooperativeness	Act in a group in a cooperative and collaborative way; tolerance; sympathy; altruism; generosity; conflict resolution; I respect differences; follow rules; tolerance.
Emotional stability	Demonstrate predictability and awareness in emotional reactions; self-control of emotions; self esteem; self knowledge; calm; serenity; control of anxiety, frustration and negative feelings (physical and verbal aggression).

Source: Prepared by the authors

<sup>3</sup>The Big Five allow organizing socio-emotional skills into five measurable dimensions and are important for school learning and determining well-being throughout life (ABED, 2016; SANTOS; PRIMI, 2014).





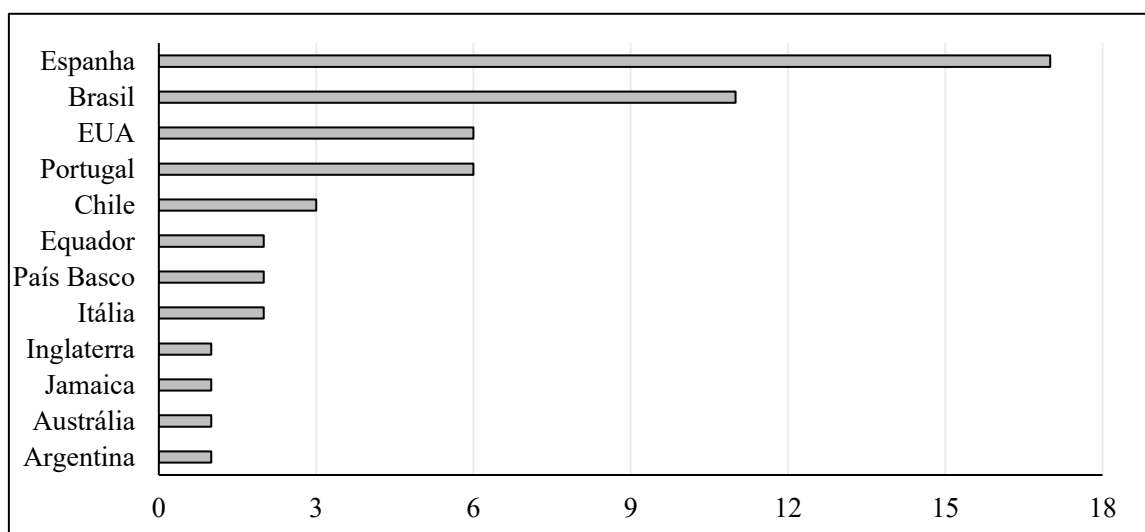
## Results

The information extracted from the 53 articles was analyzed and separated based on the established categories. Regarding the year of publication, 2020 was the year with the most articles published, with a total of 12 publications. Then, 2015 presented nine articles; 2019 seven articles; 2018 there were six; 2013 and 2016 had five publications; 2014 three publications; 2017 and 2012 with two articles; and 2011 and 2010 with one publication.

Regarding the language of publication of the article, of the 53 articles analyzed, 20 were published in Spanish, 18 in English, 14 in Portuguese and one in English and Spanish. When analyzing the research design, 10 types of design were identified, with quasi-experimental research being the most used among the 53 articles, corresponding to 28 of them; Next, the experimental design appeared, with 10 publications; the clinical trial with five articles; experience report with three; case study with two works and the others (ex -post-facto, survey, non-experimental, action research and pre -experimental) with one publication.

When analyzing the countries in which the research was carried out, Figure 1 shows the number of articles published by country.

**Figure 1** – Number of articles by countries in which the research was carried out



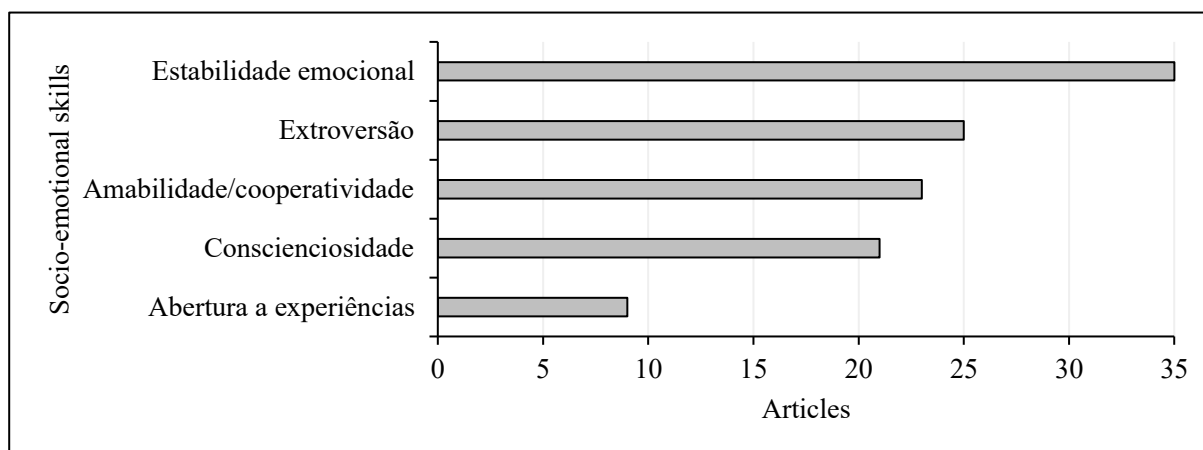
Source: Prepared by the authors

When analyzing the socio-emotional skills of studies (Big Five), categorized them by checking the number of skills taught in each article. It was observed that the largest number of articles corresponds to teaching one or two skills, with 19 articles for each; nine articles proposed teaching three socio-emotional skills; three articles covered four or five socio-emotional skills.



Given these results, Figure 2 shows the number of articles per skill, highlighting that a single study may have taught one to five socio-emotional skills.

**Figure 2** – Number of articles by socio-emotional skill<sup>4</sup>



Note: The articles analyzed presented their socio-emotional skills to be worked on in the interventions and, for categorization within the *Big Five*, inferences were made by the researcher who used the specifications presented in Table 2

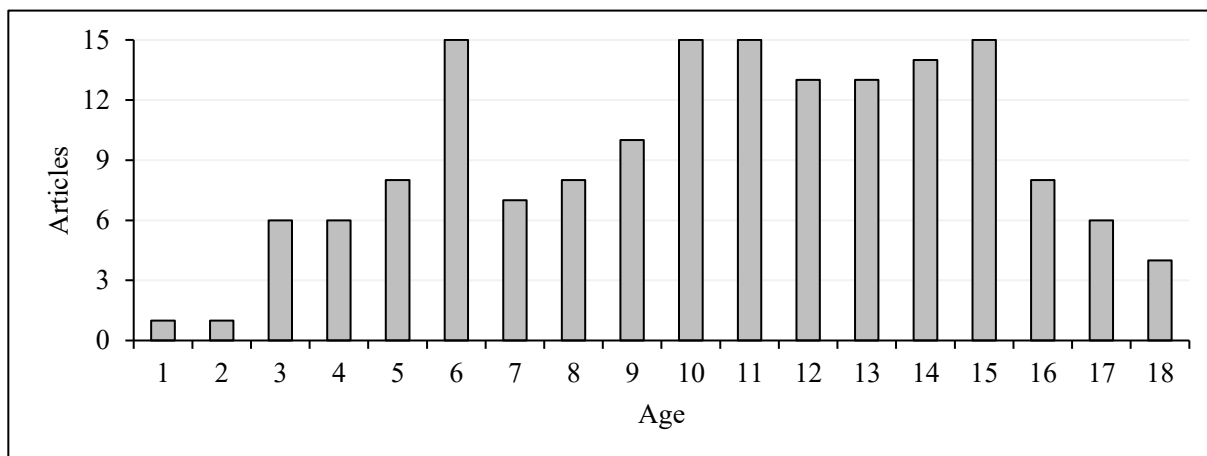
Source: Prepared by the authors

Among the 53 articles, the researchers themselves, students, family members, teachers, managers and other professionals from the school or outside the school participated in the studies; In this research we focused on presenting the number of students who participated in the research. It is worth highlighting that given the different descriptions of the ages of study participants, that is, the exact age, average age or school year of the participants were presented, a conversion to chronological age was considered for the average age and corresponding school year so that we could quantify and verify which age group appeared most in the studies; In these cases, the corresponding school age of each study country was respected.

Regarding data on the age of the participants, Figure 3 shows the relationship between age and the number of accumulated articles. These data make up the sum of an age group, and there may be studies that included in a single survey the corresponding ages from early childhood education to high school; participant ages were indicated as an average or range of ages across participants.

<sup>4</sup> Openness to experiences = Abertura a experiências, Conscientiousness = Conscienciosidade, Extraversion = Extroversão, Agreeableness/cooperativeness = Amabilidade/cooperatividade; and Emotional stability = Estabilidade emocional.

**Figure 3 – Age of participants in the articles analyzed**

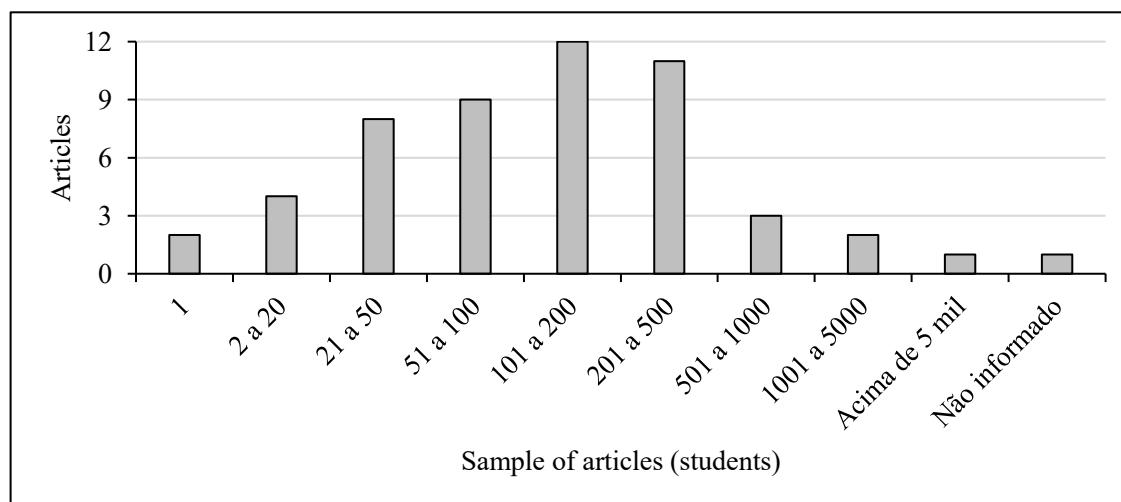


Note: The articles analyzed presented the exact age, average age or school years of the participants. Therefore, for the latter case, inferences were made by the researcher to frame the data extracted at ages between one and 18 years old.

Source: Prepared by the authors

Regarding the number of students who participated in the research, Figure 4 presents the corresponding data for the 53 articles analyzed. The number of students who participated in the research varied from a single case to 7,300, with the majority (12 articles) having 101 to 200 participants and the minority (one article) having over five thousand participants.

**Figure 4 – Number of students who participated in the research analyzed**



Source: Prepared by the authors

Among the students participating in the research presented in Figure 4, three articles indicated that there was a specific audience for the development of socio-emotional skills, such as 182 students with learning difficulties, 28 students with Attention Deficit Hyperactivity Disorder (ADHD), one with Autism Spectrum Disorder (ASD) and one with Microcephaly.

When analyzing the intervention time proposed by the articles, Table 2 presents each classification of intervention/observation time and the number of articles for each one, ranging from days (minimum of two days) to years (maximum of three years).

**Table 2** – Intervention time proposed by the studies analyzed

Intervention/observation time	Number of articles
Less than 1 month	2
1 - 3 months	11
4 - 6 months	11
7 - 9 months	4
10 - 12 months	6
Over 1 year	9
Not mentioned	10

Source: Prepared by the authors

Finally, the location, materials and techniques/procedures of the interventions that were carried out by the studies analyzed for teaching socio-emotional skills were analyzed, presented in Table 3.

**Table 3** – Location, materials and intervention techniques/procedure used by the studies analyzed

Local	n <sup>1</sup>	Materials	n <sup>2</sup>	Intervention techniques/procedures	n <sup>2</sup>
Regular classroom	8	Puppets	4	Theater/dramatization	11
Sports gym	6	Card	3	Conversation/discussion/debate	8
After-hours at school	3	Games	3	Games/games	7
Toy library	2	Ball	2	Workshop	6
Music Class	1	Toy	2	Dynamics	5
Open air	1	Books	2	Visual arts	4
Laboratory	1	Posters	1	Feedback	4
Core	1	Design	1	Reading and writing text	4
Support room	1	DVD	1	Brainstorming	3
Experimentation room	1	Binder	1	Roleplaying	3
		Files	1	Sport	2
		Sulphite sheet	1	Language/schema/body awareness	2
		Engravings	1	Modeling	2
		Mask	1	Reflection/analysis of own or collective situations	2
		Songs	1	Positive reinforcement	2
		Video game	1	Homework	2
				Yoga	2
				Emotional self-regulation	1
				Story telling	1
				Dance	1

				Case study	1
				Flipped Classroom	1
				Gamification	1
Uninformed	9	Uninformed	40	Uninformed	9

Note. <sup>1</sup> Each article analyzed appears in only one location option; <sup>2</sup> The value of *n* represents the sum of the item specified in relation to the articles analyzed in this study, that is, a single study analyzed may have presented more than one material and/or technique.

Source: Prepared by the authors

## Discussion

The debate over access and the search for improving the quality of education has been growing since the beginning of the 21st century and has become educational goals for several countries, including Brazil (BRASIL, 2014). Brazilian education began to be redefined in 2017, when the BNCC became a guide for the development of school curricula throughout the country, whether public or private, and its importance occurs due to the new characteristic of a student-centered curriculum, with the student as the protagonist and the teacher as mediator of the learning process. In this sense, pedagogical planning becomes directed towards developing skills and abilities, and not content, giving new meaning to the teacher's work, which needs to look at the integral and meaningful development of students, that is, promoting the development of skills cognitive and socio-emotional.

In Brazilian basic education, the ten competencies that guide the BNCC, socio-emotional skills appear based on five competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These skills, as listed by the Big Five, must be worked on in school curricula with the aim of developing a 21st century student, capable of demonstrating:

values, attitudes and skills that promote mutual respect and peaceful coexistence. In addition to cognitive skills and knowledge, [...] that contributes to resolving existing and emerging global challenges that threaten the planet and, at the same time, helps to wisely take advantage of the opportunities that this education offers (UNESCO, 2015, p. 8, our translation).

In this study, the period analyzed did not demonstrate an increasing or decreasing trend, not even if we specifically analyze the Brazilian reality. In the research by Soares (2018), which aimed to analyze which approaches are being given to the topic of emotional intelligence in the school area in publications from 2014 to 2018, as well as which curricular experiences are being developed in Argentina, Brazil, Spain, and in the United States, the results demonstrated that even though the topic has been under discussion for a long time, research in this area of

emotions in the school environment has only emerged since 2015. These data corroborate the present research, which observed a greater number of publications in the last five years observed.

It is suggested that the increase in studies on this topic in the Brazilian context will increase in the coming years considering that the publication of the BNCC occurred in 2017 and its implementation ends with the completion of the basic stage of education in high school, which has not yet been completed. Another factor that we must consider for future studies is the period of the Covid-19 pandemic, which may have prolonged the work of teachers and managers in the face of the challenges of remote teaching, which opened up room for new discussions about access and quality in teaching during this period. Still, in this same post-pandemic scenario, talking about and working on the emotions of students, teachers and managers has become even more emerging.

A mapping carried out by the Ayrton Senna Institute and the São Paulo Department of Education showed that educators want to help their students deal with their emotions and that they do their best, but they need support for socio-emotional development, especially self-control, and recognize the relevance of this teaching in the school environment (INSTITUTO AYRTON SENNA, 2022), which directly reflects on the student's academic performance. Furthermore, the data shows that students after the pandemic demonstrate anxiety and depression and reveals that two skills directly linked to learning demonstrated a decline, namely self-management, which involves focus, determination, organization, persistence and responsibility; and kindness, which includes empathy, respect, and trust. This becomes worrying and relevant for discussions since, before the pandemic, these two skills taught directly showed an increase in learning in Portuguese and mathematics. In this direction, there is an indication of the need for training for teachers to become capable of intellectual, physical, cultural and socio-emotional development for their students, promoting through the development of the socio-emotional aspects of the educators themselves.

Given this scenario that highlights the concern of socio-emotional skills and competencies after the Covid-19 pandemic and the results of this research, interventions are even more necessary, both for students and in the training of teachers for teaching in this area. Still, another factor that is necessary is the creation of monitoring of actions by governments and the creation of public policies that strengthen the integral development of students, reinforcing what is foreseen in the BNCC.

This reflection is pertinent given the Spanish reality, in which 32% of the sample is research carried out in Spain, and this number may be a reflection of the Organic Law 2/2006 (SPANHA, 2006), which indicates for the development of students in basic education a curricular organization that promotes the development of personal, intellectual, cultural, social and emotional skills. In this direction of teaching socio-emotional skills through political measures, most states in the United States have been adopting the Collaborative for Academic, Social, and Emotional Learning (CASEL) in the basic education stages given the scientific evidence that the program prepares the individual for adult life (CASEL, 2021; NCSL, 2021). However, in the survey carried out in this study, a high percentage of North American studies carried out using this program was not found, but this can be justified due to the choice of keywords written in Portuguese or another factor that influenced the search results.

These advances in state policies in the Spanish and North American context for teaching socio-emotional skills can be a model for countries that seek to investigate and implement public policies that encourage the teaching of these skills to students. Since the end of the 20th century, in the United States, a group made up of researchers, educators and professionals set out to investigate the effects of social and emotional learning (called *Socio Emotional Learning* – SEL) to advance equality and educational excellence, implementing the CASEL program that involves the partnership of the community, family and school to develop the five major socio-emotional skills (CASEL, 2021). In this direction, it is understood that there is a need for specific investigations to understand the SEL structure and the CASEL Program, since scientific evidence demonstrates positive results for the development of socio-emotional skills (CASEL, 2021) and relate them to the BNCC, since these North American references appear as quotes from Base implementation articles on the Brazilian federal government platform (BRASIL, 2021).

Regarding the age of the research participants, it was observed that the interventions mostly included children aged six and between 10 and 12 years old and the intervention time ranged from one to six months. Since most of the proposed interventions indicate the development of one or two social and emotional skills, their development can be aligned with the teaching of skills covered in the common curriculum, making teaching planning structured beyond content knowledge and development of cognition, but of skills that are fundamental for the student's integral development, as provided for in the BNCC (BRASIL, 2018; 2021).

This demonstrates that, based on the data found in the bibliographic survey for the development of socio-emotional skills in the school context, it is required that the school and

teachers develop a pedagogical plan that takes these skills into account and that have pedagogical intentions in a procedural way. The identified intervention time suggests that the teaching of socio-emotional skills and competencies can occur on a punctual basis while teaching programs focus on a theme, for example, giving new meaning to the learning of cognitive skills as proposed for the development of global citizens to face challenges of the 21st century (UNESCO, 2015). For example, in Asian and Pacific countries there are subjects of moral, civic, religious education or physical education for health (UNESCO, 2015).

It is important to highlight that teaching these skills is an inexhaustible process and is deepened each year through different curricular components, making the reach greater due to its transversal characteristic in all areas (UNESCO, 2015). However, teaching through projects are also practices for developing these skills, since community-based action research allows, through current social, political, environmental, and economic interests that are based on the pillars of UNESCO, the student puts into practice knowing, doing, living and being (UNESCO, 2015).

In addition to the procedural teaching of socio-emotional skills, it is understood that the five major factors can be worked on at different times in the school curriculum and it is not necessary to work on each one individually; It is possible to design a class that considers the development of more than one skill in the student. In the articles analyzed, it was identified that four of the five socio-emotional skills (emotional stability, extroversion, agreeableness/cooperativeness and conscientiousness) appear in at least 20 articles. Therefore, it reinforces the idea that skills can be worked on concomitantly, allowing students the possibility of developing themselves for the professional and social world (ABED, 2014; BONFATTI *et al.*, 2021; GOLEMAN, 2011; GONDIM; MORAIS; BRANTES, 2014; SANTOS; PRIMI, 2014). This highlights that education must be based on the pillars of 21st century skills and competencies.

Given these aspects, it is up to the teacher to create, plan and execute teaching using the classroom context to develop emotional, social and affective skills in conjunction with cognitive development (FONSECA, 2016). If this teaching is not planned considering its context, the process can become decontextualized for students, as the research by Canettieri, Paranahyba, and Santos (2021) shows that the teaching of socio-emotional skills guided by the BNCC, especially when included in high school, can be found as a specific emotional education program, reinforcing an individualistic culture and based on financial success. Therefore, they



suggest that there is an urgency for curricula that consider the dimension of students' affectivity and the development of plural and diverse projects, as proposed by the BNCC.

For the development of these skills in students, studies have shown, for the most part, that there is no demand for high-cost materials and/or techniques/procedures, on the contrary, they have demonstrated the use of resources that we find in everyday school life, such as puppets, cards, games, balls, toys, books, among others. In addition to presenting theater/dramatization or conversation/discussion/debate as the most used intervention techniques/procedures, being carried out in common spaces of the school, such as regular classrooms and sports gyms, the latter being promoted through physical activities that they provide moments that allow students to develop values and social cohesion, understanding, mutual respect, promotion of diversity and conflict resolution (UNESCO, 2015).

The number of students exposed to research interventions encourages us to reflect on the difficulty of monitoring intervention proposals for a long period in the Brazilian context. The number of participants in the surveys analyzed ranged from 101 to 500 participants, showing that the samples of most international surveys are large. When analyzing Brazilian research, it was observed that only two studies are included within this range of participants; the average sample of participants in the Brazilian articles was 64 students, two single case studies and one article with 300 participants.

The difficulty can be for a number of reasons, whether due to the difficulty in making the school's weekly routine more flexible, a recent theme in the Brazilian context, difficulty in partnership between higher and basic education institutions, among other reasons that can lead to a low sample of participants and in the number of Brazilian research found in this study. Regardless, we need to start a new path in Brazilian education, changing the perception of teaching socio-emotional skills in basic education:

I suggest that teachers consider [...] the possibility of teaching children the emotional alphabet, a basic skill of the heart. As is the case today in the United States, Brazilian education could benefit from the introduction, into the school curriculum, of a learning program that, in addition to traditional subjects, includes teachings for a fundamental personal aptitude — emotional literacy (GOLEMAN, 2011, p. 21, our translation).

Still in this analysis of study participants, it was observed that, of the 53 articles, three studies had in their sample students Target Audience of Special Education (PAEE), with learning difficulties or ADHD and all of these students were enrolled in Elementary School Early Years. The interventions proposed in the aforementioned studies were based on teaching

skills related to emotional stability, seeking to investigate their relationship with academic performance, the importance of emotions in learning, proposing strategies for the student to identify and deal with emotions in different situations, or the effects in the social context.

The data suggest studies that involve specific practices for a given audience, such as Special Education, as one of the skills to be developed by 21st century citizens and which is presented in Brazilian policy is the competence of inclusive education, kindness/cooperation can be worked on with groups of different biopsychosocial characteristics in a class, promoting learning through differences. Therefore, it is necessary to encourage reflections on this aspect of important discussion within the scope of inclusive and social education in basic education to form critical citizens prepared for the challenges of the century.

Finally, recurring changes in society require us to learn new knowledge for the teaching and learning process of children and adolescents, since they experience complex situations in their development, such as contradictory social rules at school and in the family, coexistence with different social and moral values, means of communication with different dialogues and are pressured by different types of groups (DEL PRETTE; DEL PRETTE, 2017).

### **Final remarks**

As objective to review the scientific production, between 2010 and 2020, of empirical studies that reported interventions for the development of socio-emotional skills in primary schools, this study identified that the majority of research presented the teaching of socio-emotional skills through specific interventions with measures evaluations to verify the effects of pre- and post-tests to verify the effects of the proposed activities. In general, it was observed that different techniques and/or procedures for interventions, in addition to the location and materials used, showed their intended effects, whether for teaching one or five of the major personality factors.

This article indicates that forming global citizens in the face of the challenges of the century becomes hard work for many people who go through the long journey of a student in basic education. The continued training of teachers and managers to develop professional skills for the integral development of these students is necessary, as it will enable the student to be the protagonist of their learning, acquiring knowledge far beyond the curricular contents, applying knowledge in practice to do and act with focus on changes, live together harmoniously, respecting each other's differences and be a citizen with social and moral responsibility.

There is a need for research that shares teaching practices for these skills so that successful examples can be inspiration for other teachers. Furthermore, studies that present reports from students regarding intervention proposals for teaching socio-emotional skills can be an alternative so that we can understand the reasons why interventions lead to an impact on the teaching and learning process within the classroom and problems already identified in other research, such as school dropout, academic success and failure, success in the job market and other social and economic factors.

It is hoped that this study will contribute to the scientific and academic communities, in promoting initiatives that consider the teaching socio-emotional skills for the integral development of students and that this transcends the school walls by forming citizens for the challenges of today's society. It is necessary to understand that this developing individual is the citizen of the future, who needs to have skills to know, do and live in 21st century society.

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