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SOCIAL SKILLS STRENGTHEN STUDENTS' PERSONAL DEVELOPMENT

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Abstract

Social skills are behaviors that give merit to people as a social being and are used to achieve an end according to their life, the present research article had the purpose of explaining how HHSS strengthen the personal development of high school students. It was developed through the methodology of bibliographic review of 70 primary sources among them, 60 articles, 7 doctoral theses and 3 books from various databases: Elsevier, Scielo, Scopus, Alicia, Web of Science, Latindex, Google Académico, Dialnet, Redalyc, among others, which were validated for their use and contribution to each of the thematic axes. The results correspond to assertive communication, academic performance, assertive behavior, virtuality, emotions, context: social, family, educational and self-concept, in adolescents. The work concludes that through the results obtained from the research it can be indicated that social skills strengthen the axes worked on, improving behavioral habits, emotions, interrelationships, verbal and paraverbal communication, thinking, obtaining an academic achievement and prepared to respond to events that may occur in their context.

Key words: Social skills, self-concept, academic performance, communication and emotions.

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Introduction

At all times people have been distinguished as a social being, by the link with other individuals, being elementary that the person develops precise social skills to ensure interrelationships that give satisfaction to their needs for companionship, coexistence and mutual aid, so that the human being is made with others, by others and for others, in contact with their peers is built as a person. (Holst et al, 2017), There are many qualifiers to name social skills such as: interactive behavior, social bonding, interpersonal, interpersonal, interpersonal communication, interpersonal communication behavior, social communication, relationship skills, as well as social interaction behavior, assertiveness, etc. (Caballo, 2007; Rosas, 2022). Therefore, HHSS are known as a grouping of behaviors, which empowers the human being to develop in individual or interpersonal environments by manifesting emotions, postures, longings and acting in a way that is correct to the circumstance (Caballero et al 2017). Likewise, they are specific HHSS, requested to competently carry out a work of interpersonal character. (Guzmán, 2018), being fundamental its development for a timely happy and healthy coexistence. (Ministry of Health, 2005), allowing the person to express their way of thinking while respecting the way of thinking of others, so it is inferred that the HHSS are incorporated to a successful use of metacognitive tools for teaching in the areas of secondary education and later in higher education.(Cunza & Quinteros, 2020). The progress of HHSS includes understanding and reflecting on the various causes, in the sociocultural aspect, socializing representatives corresponding to different social and cultural environments, playing a substantial role with respect to the advancement of skills. (Ruiz, 2016).

However, there is indifference on the part of the Educational Institutions, since they do not show an adequate and timely attention to the HHSS of the students, not giving lectures, seminars, that address the educational community both academically and socially. Teachers waste the minimum behavior of students, limiting them to interact socially, wrongly understanding that they can lose control over them, it is illogical to

think so, young people should be given the opportunity to communicate freely among friends in the classroom through oral expression, in which interpersonal and intrapersonal interrelations of young people allow them to be extroverted and are willing to understand their social environment. Therefore, teachers should make use of innovative methodological strategies, to achieve the purpose in education (Nuñez et al, 2019). Several researches distinguish that a person with a good degree of social skills will have optimal opportunities to learn and teach, be introduced in society, achieve an active contribution, keep pleasant and effective interpersonal relationships, preserve a real mental health and perform efficiently AND effectively in the labor field (Tapia & Cubo, 2017).

In this article we will address the contributions of different authors in the development of the topic, which is framed in aspects of the integral formation of students at the secondary level, being assertive communication, academic performance, assertive behavior, virtuality, emotions, contexts: social, family, educational and self-concept.

Research on assertive communication shows its importance emphasizing the relationship with others, the understanding with the speaker, strengthens personalization, trust and empathy; interpersonal communication is given (Romeu, 2015, Flores et al, 2016). Individuals relate socially through the use of their oral language; likewise, in the way of coexisting. (Mendoza, 2021) Therefore assertive communication, guides the work, stability, involving all participants, giving a positive result. (Almaraz, et al, 2019). As well as the members of the classroom and the teacher's ability to promote interactive communication of language, thinking, creating and encouraging diverse activities, in order to promote knowledge, learning, thinking, and the acquisition of richer and varied vocabulary. (Barrientos, 2016). Further progress must be made in the self-construction of HHSS, in order to overcome in praxis the weaknesses of contextual order (Alania & Turpo, 2018).

With respect to academic performance, the progress of the study habit is relevant, exam preparation, homework execution, class notes

should be taken properly, oral expression as it constitutes activities that include elements such as the message, the ability to maintain concentration both in class and at home when studying, assertiveness is related to academic performance (Cunza & Quinteros, 2013). Being empathy, conscientiousness, and adaptability, which when employed give positive responses, as well as social behaviors are predictive of school performance. Thus, social and emotional capacity improve academic outcomes (Santamaria & Valdés, 2017). It is known that teaching and academic performance, also depend on the family, teachers and society, emotional self-regulation has shown impact on academic achievement (Nuñez et al, 2019).

Likewise, assertive behavior when strengthened generates greater perspective in human development, in the demands of life in common, they have behaviors learned by their peers, communication skills and problem solving, there are adaptive behaviors such as responsibility, independence or discipline in their academic achievements so that young people transfer it to the community and family (Medellin & Ojeda, 2021). (Medellin & Ojeda, 2021). In addition, research with respect to virtuality, states that it is key to continue with connectivity because it allows to implement, consolidate and adjust the interaction with parents and students in order to improve inconveniences and anxiety, as well as goals and values that govern the transformation (Elizalde et al, 2021). Through social competence people interact among equals and other ranks.

Through the internet there is communication through social networks grouping individuals who share information and interests. Through them, friendships are established, as well as the reunion with past friendships (Ridao, 2019). Technology has influenced communications, resulting in the birth and growth of the use of social relationships on the Internet (Delgado et al, 2020). Continuing with the research, regarding emotions, it is determinant in adolescents their emotional, cognitive and social skills because they give achievements in modern life, education and work, through aptitude tests, evaluations, social participation, as well as confidence, sociability, perseverance, self-esteem, better health, better well-being and minimal behavioral problems (OECD, 2016). (OECD, 2016). The creation of an emotional,

social and affective space is proper in the environments of the Educational Institution, due to its significance in the comprehensive and balanced learning of the student. It is necessary for teachers to foster warm, affective and trusting climates to help young people find a safe and welcoming environment, which supports their learning in the classroom, as well as a personal connection, being of quality to cover their needs, solid limits must be established, flexible rules. In addition, the teacher must specify a level of order appropriate to the degree of psycho-evolutionary progress of students for the edification of their learning (Barrientos, 2016, Salazar et al, 2014). Knowing what emotions and social skills are generated in students is an important way for teachers to evaluate their own practice and become more aware of how students feel and what areas need to be developed (Cañabate, 2018). Research regarding context manifests to us that learning occurs as people interact in it (Almaraz et al, 2019). All HHSS are behaviors that lead to the resolution of a social situation in an appropriate way (Galván, 2018). The family context is the first one that conveys social behaviors, through socialization tools. The family structure is the first serial and structured in several levels, which each one includes the other (Caballero et al, 2017). Excessive parental care is detrimental from childhood, as they leave them defenseless and inexperienced in interactions with others. As well as in the school context, they are acquiring skills to differentiate good and bad, what is given by society; (Sorlie et al, 2021). Therefore, the development of self-concept is necessary since it is given as functions of the HHSS the knowledge of oneself and others where human beings relate to their peers, learn about their identity, about themselves, the messages are beneficial because they transmit messages about themselves helping to form their self-esteem and self-concept. The behaviors and emotions are activated in the interrelations with others, there is reciprocity, what is given and received; empathy, putting oneself in the place of the other person; care and control when interacting; cooperation and collaboration, working among peers, as well as self-regulation, self-control of behavior through feedback from others, the emotional part is the basis of proper relationships with others and by mutual change that guide in achieving an affective life. (Aranda, 2007; Barrientos, 2016).

Researchers highlight that prosocial behavior is a remarkable phenomenon for being useful to improve psychosocial development especially in the stage of adolescence.(Arturas & Lisinskiene, 2018).

The limitations that occurred are that few studies have explored the predictive relationships between school-related characteristics and the development of learners' HHSS (OECD, 2016). As well as drawbacks in the inquiry of information, finding original articles in English in database that were not accessible for downloading and viewing.

Therefore, the purpose of the research is to explain how the HHSS strengthen the personal development of secondary school students, detailing the importance of the strengthened factors, including assertive communication, academic performance, assertive behavior, emotions, virtuality, social, family, educational and self-concept contexts. Therefore, HHSS should be taken into account as a priority, strengthening their development and the socialization of the individual, inserting them into society, living with others and resolving conflicts in the environments where they develop, achieving happy, self-confident young people with a healthy self-esteem that leads them to feel satisfied (Alban et al., 2015). In order to address this topic, we resorted to the systematic review of different sources of information from different databases and in different languages.

Methodology

The present study has considered as methodology a systematic review understood as the explicit and orderly assessment starting from the literature starting from a research question, immediate to a critical analysis according to various instruments and a qualitative summary of what is evidenced. (García, 2015), also responds to a qualitative approach that is understood as a methodological procedure that uses words, speeches, texts, drawings, images and graphics, studies various objects to understand the social life of the individual through the meanings advanced by it.(Sánchez, 2019). For this purpose, research articles on HHSS that strengthened communication, behavior, academic

performance, emotions, school coexistence, virtuality, family, educational and social contexts and self-concept during the intervals of the years 2011 and 2022 were analyzed in the literature. Subsequently for the introduction of the research, after concluding the search for information, the process of validity and reliability of the information was carried out, having reviewed a total of 60 articles, 7 doctoral theses and 3 books; the references were national and international in Portuguese, Spanish and English languages in this sense, for the exploration the database of Elsevier, Scopus, Web of Science, Latindex, Alicia, Scopus, Google Scholar, Scielo, Redalyc, Dialnet, among others, were resorted to. The strategies for the collection of information were by topic, search tricks, author, key words and bibliographic references, in several countries including Spain, USA, Argentina, Mexico, Colombia, Cuba, Peru, Ecuador, Chile, Brazil, Paraguay, Costa Rica, Venezuela, Norway, Lithuania, among others, it should be noted that the results of the social skills showed the strengthening of assertive communication, academic performance, assertive behavior, virtuality, emotions, self-concept, contexts: social, family, educational, in young people.

Development and Discussion

Social Skills are constructs that show difficulties when generating a concept and are due to the social capabilities that require the context (Ramirez et al, 2020). The HHSS are social behaviors that benefit the social competence, apt in the record of the human being, which collaborates to the social aptitude, prioritizing the validity of the interrelationships that the individual implants with others (Del Prette and Del Prette, 2008, Caballero et al, 2017, Vieira et al, 2016.), being internalized and accepted behaviors that originate the interactive connection and guiding to effective responses and eluding the negative ones, where the individual effectively manifests his opinions, attitudes, feelings, ideas, desires, in relation to the given situation, abiding those behaviors in others and thus being able to solve problems of the situation immediately, lessening the possibility of conflicts in the future (Caballo, 1997, Lavasani et al, 2011). Likewise, it is named as "assertive behavior" to the group of verbal and nonverbal replicas; in

interpersonal environment, the human being communicates his opinions, preferences, showing respect to others; where the result is sought to be self-reinforcement, as well as to maximize the possibilities of opting for an external reinforcement (Gismero, 1996, Flores et al, 2016). In such a way that they are a grouping of characteristic behaviors of individuals, which facilitates the relationship with others, and at the same time skills are achieved that are used to reach the goal of human beings according to their life. (Medellin & Ojeda, 2021), therefore interrelationships have a very important role in the integral development of the individual. Through them, people acquire relevant social reinforcements from the closest context favoring the adequacy of the same, individuals employ these skills to confront diverse life positions, as well as to enact quality interpersonal connections (Betancourth et al, 2017). HHSS consist of the development of social learning and reinforcement, which vary by social context (Caldera et al, 2018). They are necessary to perform an interpersonal assignment competently. Taking into account the social and emotional, the enormous challenge of learning in the future; for which it is sustained as necessary, the development of skills in the education of the XXI century; collaborative, communicative skills shining the value of social and personal competence (skills that incite in the individual the initiative, responsibility creativity, resilience, commitment, cooperativity, in relation to collective work, empathy, networking, compassion and solidarity (Guzman, 2016, UNESCO, 2020, Unuzungo et al, 2022). The interrelationships are obtained through: a) the main reflection with the verbal exhibition of the skill that is sought to educate with a talk in context with their situations, actions and experiences; b) the guideline to exercise the skill with the verbal instruction of the development of the behavior that is part of the skill; c) the modeling of skills with examples that in most cases must be real; d) the praxis of the skill: At first, in simulated context such as dramatization or role playing, and then it is taken to spontaneous, everyday and natural contexts, intensifying the skill; e) Reinforcement and feedback, in which individuals provide how the praxis went and reinforcement is made for the correct performance; f) Conclusive reflection through discussion and dialogue; and g) The

consignment of occupations for the individual to practice the skill in their real environment and then a review is performed (Monjas, 2016, Alania & Turpo, 2018).

According to research, the factors that strengthen HHSS in the development of students are: assertive communication, academic performance, assertive behavior, virtuality, emotions, contexts: social, family, educational and self-concept.

Research shows that assertive communication allows individuals to establish different types of interrelationships in their daily lives, at school, at home, at work, among others. It is currently considered that HHSS are more considerable than cognitive skills in having professional and academic success, the lack of assertive HHSS can make possible the emergence of inappropriate behaviors in the family and school context (Betancourth et al, 2017). The HHSS reinforce the interpersonal communication of individuals, so they evidence that their indicators are exercised continuously, showing frankness in what is done and said, it is relevant to him that other individuals believe this, at the time they are assistants of facial expressions of others, their essential communication skills, indicate that people communicate in public without any problem, behave as themselves, fairly, truthfully, neither passively, nor impulsively, cooperating, sharing and enjoying together with others, helping them with empathy. (Flores et al, 2016). It also provides improvement in phases of oral expression, achieving that they show more autonomy and confidence when relating in social environments in hybrid environments (virtual, face-to-face); showing desires, interests, emotions, way of thinking without self-consciousness. The goal is to achieve an educational term, as well as to support the integral process of individuals, reinforcing oral skills that allow them to confront assertively in the future to resolve conflicts in their environment (Mendoza, 2021). Those are indispensable for correlation forming a necessary tool for the educator movement in the classroom and teamwork, reinforcing the skill of maintaining a conversation, initiating a conversation, listening and the ability to ask for help. (Tapia & Cubo, 2017). It goes hand in hand with other functions, such as captivating attention, persuading to execute some action, engaging the interlocutor. One way to

understand how individuals interact is to review the patterns they reach in the emission and acceptance of a message. For efficient communication to exist, there must be the following components: a sender, feedback, a message, a receiver, an environment, a channel. Taking into account the noise, which affects the development of communication (Costumero, 2007, Ramos et al, 2021). Every person achieves primary skills and knowledge orally; therefore, they manifest themselves naturally, listening and talking to other individuals in their environment (parents, community, relatives and educational institution) and they play an important role with respect to the achievement of communicative competence. Therefore, oral expression is defined as an essential competence in the learning, integral and social development of students, it is achieved spontaneously and is strengthened throughout the individual's life. Its impeccable promotion and development is connected to new communication possibilities that are achieved, connected and interrelated with diverse socio-cultural environments. It has the advantage of using oral language in a sensible and imaginative way, giving value to what is manifested so that assertively a critical appreciation is created with respect to diverse situations, being a fundamental means for personal development, edification and progress of identity. Likewise, it is an alloy of ideas, emotions and knowledge, since it specifies that the student is socially transformed in an environment, where interaction has an essential goal connected to daily action (Vygotsky, 2001, Cassany, 2007; Mendoza, 2021), in the student body we can distinguish the phases of the process of oral expression, determining the magnitudes of volume, intonation, pronunciation and coherence. Language consists of representation and communication, which are instrumental resources used by the individual to express his or her experiences, feelings, ideas and thoughts, thus perfecting the understanding of all and emitting them originally, as well as supporting the progress of individual identity, because it favors interpersonal relationships and communication; takes advantage to adjust feelings, desires, emotions, to emit them and in the same way to understand what is felt and desired by other people, in order to facilitate coexistence; in addition, it favors to become aware of the importance of other languages for the entrance

to other cultures, to other countries with diverse languages. (Barrientos, 2016). Knowing that it is possible and essential to express feelings, it is very important to know that another individual is able to perceive the non-verbal and verbal, emotional messages that occur. Consequently, communication approves to go beyond the external plane of the student, to the finding of oneself and its individual revelation, so the fruit is social cooperation (Garza, 2014, cited in Dewey, 2004; Ramos et al, 2021). Communication is a transmitter/receiver transport of work efficiency, because they know how to cope with social interrelationships through communication are apt to preserve fluid relationships with others, accommodate the message to their listener and environment, actively perceive showing empathy towards another student, provide assertive responses to conflicts that occur, use the appropriate number with respect to the position of the word, know how to start, keep and give closure to interactions; and are directed in a diverse variety of conversations (Payne, 2005, Moreno et al, 2014, Rosas, 2022).

Therefore the HHSS are very important for students who correctly execute their theoretical learning skills of different courses, it is easy for them to express their own opinions and therefore value themselves, so they have suitable social skills comply with developing study methods that enable them to make good use of their innate ability to achieve social correlation and perform the correct preparation for exams, execution of tasks, writing correct notes in class . The skill of sustaining concentration in the classroom and at home when reviewing or studying is connected to the students' way of sustaining concentration as a communication skill that is part of social skills (Cunza & Quintero, 2013, Santamaría & Valdez, 2017). Those reinforce performance, taking into account that there are very noticeable differences according to the sex to which each student belongs, men have an assertive connection towards women and academic performance, which would point to an increase in assertive behavior with respect to relating to women in a loving way, which goes together with the increase in academic performance and in an opposite way. Likewise, emotional control and social activity cooperate with academic achievement, therefore, young

women are more likely to succeed (Oyarzún et al, 2012). The appropriateness of learning social skills is necessary to achieve personal and professional goals and objectives. Students are offered the basic tools to develop and find competencies and social skills. Therefore, school is a very difficult environment, which offers students the possibility of choosing habits, attitudes, styles, relational knowledge that manage to control some of the detrimental effects in the negative family and/or social environment. Academic performance is a phase of learning denoted in an age-matched subject (Jimenez, 2000, Rueda, 2016). Conflict resolution serves as a context to evolve mathematical skills and competences. The former is educated by solving problems. Conflict resolution is useful as an environment for students to consolidate new mathematical definitions, build mathematical procedures and manifest relationships between mathematical entities, consolidating connections between procedures, experiences, representations and mathematical knowledge. The problems must be a response to the needs and benefits of the students; this means that they must be attractive and consist of spontaneous challenges for the person, including the exploration of answers and solutions (MINEDU, 2015; Rueda, 2016). A usual way of operationalizing school progress is the use of grades or marks. School performance is a figure that counts as multiple causes where we can find cultural, individual and social variables . (Oyarzún et al, 2012) It gives to notice the result of the diverse and complicated phases of educational performance and at the same time, one of the objectives towards which merge the initiatives and efforts of principals, teachers, family members and students. (Núñez et al, 2019). Social skills connect directly with the educational progress shown by the student body, taking into account that people are born sociable and it depends on the training given to them in childhood to achieve integrity in front of the social environment. Likewise, the student by means of the connection invents propositions to solve his conflicts of the environment in which he develops together with creativity, autonomy, innovation and positivism. Students do not have the possibility of progressing with their ability to communicate, to connect with others and to maintain ties that approve a learning process supported by relating with other classmates and with the environment. It is understood that

school performance and learning are based on the student and surrounding factors such as family, teachers and society itself. Research shows that emotional self-regulation is a skill that has demonstrated an essential effect on the schoolchild (Rytkönen, Parpala, Lindblom-Ylänne, Virtanen, & Postareff, 2012, Nuñez et al, 2019). Likewise, in other contexts HHSS contribute to the future of professionals by providing them with desirable skills, helping them to meet the current demands of the university, new transdisciplinary initiatives aimed at the fundamental formation of the individual, the teaching-learning process, interpersonal relationship and teamwork . (Lopesa et al, 2021). In several researches the results are not entirely positive because the HHSS were critical for academic achievement, being important responsibility, cooperation, communication, extroversion, self-control, assertion, and, to a lesser extent empathy (Mudarra & García, 2016). As well as research from different countries in the world agree that HHSS are related to student's school performance, incorporating it throughout the school year, taking into account the contexts of learning and socialization, there is a gap on the connection between HHSS and the school curriculum. (Araneda & Montre, 2020), Thus through the results achieved it can be noted a good level of HHSS development in the dimensions by age, gender and route of entry. (Rodriguez et al 2019). As well as emotional, social and prosocial behaviors have an effect on gender differences. Young men are more prosocial in public and anonymous behaviors compared to young ladies, who express emotional intelligence as prosocial behavior, as well as altruism and compliance.(Arturas & Lisinskiene, 2018). Being the sociocultural environment an important element in the cognitive development of the individual from birth it is assured that, the greater the social interrelation, the greater the improvement of mental processes. Taking into account the social learning theory, individuals are educated through observation and imitation. What they observe by the means influence the integrity of people making them realize their appropriate behaviors, it comes to be when an individual contemplates (who learns), observes someone's behavior (model) and its results (reward or punishment), it is vicarious learning (Bandura, 1982; Rentería, 2018).

Research on assertive behavior shows that HHSS are the way we behave, when we manifest what we feel being with others (Goldstein, 1989, Medellín & Ojeda, 2021). They are also behaviors or thoughts to solve situations in an appropriate way for the subject and the social environment where he/she is (Trianes, 1996, Galván, 2018). Planning skills have a direct relationship with the level of assertiveness in students, this allows to take initiative, differentiate on the causality of a problem, institute an objective, specify skills, solve problems and make decisions, also collect information according to its importance, dedicate themselves to perform a task and contribute in the design of interaction environments for positive coexistence. (Galván, 2018). Completely we get tools to improve coexistence and perform in various contexts reinforcing or improving them. When there is no social skill, the individual makes use of aggressive behaviors rejecting coexistence, manifested verbally or physically, in moments the HHSS are minimal is the case of knowing and expressing feelings individually", or "initiate and maintain a conversation", "apologize" and "permission", this allows aggressive behaviors with some frequency, the subcategories "understand own feelings" and feelings of others, can be complemented to new coexistence groups, dialogues increase trust and empathy; also, apologizing improves interpersonal relationships. They learn to face fears; they respond to their own and others' emotions; empathy is a way to resolve conflicts (Goldstein, 1989, Medellín & Ojeda, 2021). Being in childhood and adolescence the progress of social competences (Contini, 2015, Almaraz et al, 2019). The results when relating HHSS according to NSE, age and sex, the importance of the context to conclude with social behaviors (Leadership, Withdrawal, Self-control, Social Anxiety/Shyness, Withdrawal) can be visualized. Aggressive behavior showed a similar profile, no differences were found by NSE, age or sex, according to the socioeconomic environment where the adolescent lives (Caballero et al, 2017). Assertiveness is related to the level of achievement, good relationships, generates an adequate mood in the student, allowing to have the ability to use adequate study habits (Cunza and Quintero, 2020). Basic skills are developed in childhood, hence the development of behaviors that can be presented in social

situations as part of the social skills that every being must internalize (Medellín and Ojeda, 2021). Social behaviors authorize the progress of participation of individuals in the educational environment, the determination of social skills with their peers and teachers for the promotion of their attitudes (Nuñez et al 2019). The semblance of social skills and resolving conflicts in the face of the actions of offenders, as well as it was also recognized that there are drawbacks in the subscales on self-control and assertiveness came to considerably influence offending behavior. Therefore, the progress of the correct social register reaches to collaborate with the decrease of offending events, the person is able to cope in a balanced way with implicit environments through their interactions with the biopsychosocial environment (Assertiveness) (De Amaral et al., 2015). Teachers from their experience contribute to the development of social skills to create correct coexistence environments, in schools, when the teacher possesses social skills, it will help the progress of students, with the objective that they are citizens who manage to make decisions, having the total perception of activities they perform daily, inquiring ingenious solutions, which are of good for society, therefore, social skills are very important to maximize the existence with others (Fernandez, 2019). The appreciation of the impact of intercorrelation programs with teacher characteristics that guide the intervention in learning-teaching development, assessment tools should be added assertively (Dominguez et al, 2015). Poor HHSS, are associated with interpersonal limitations, taking into account behavioral conflicts (Empresa & Barham, 2009; Dos Santos & Amaral, 2016). The increase of these skills in institutionalized students, in some cases, can be positive, by connection to risk situations of which are often the cause of different conflicts in youth. In order to provide an intervention, various collective workshops (experiential, playful) are chosen for the purpose of increasing skills and members (Estrada et al, 2016). Most of the population (young people) comes to obtain positive skills through daily interactions with elders and peers, it is essential that teachers and parents carry out a reinforcement of informal learning with direct and indirect training. Likewise, we need to recognize where and when students engage in behaviors that are detrimental to their future integrity and

development. Increasing opposing social influences and demands on family life make it imperative for schools to connect with parents to facilitate progress in social learning. Currently, given the essential role of social skills in prioritizing the reduction of school violence and creating a positive environment (Naranjo, 2019). It can be said that they are important to connect interpersonally because they consent to generate an essential accumulation of skills, coexistence and knowledge to obtain benefits from different environments, it is essential for the integral formation of the student body that there are programs that reinforce social skills for personal and professional progress. Also interpersonal skills have a direct relationship with the level of assertiveness in students (Domínguez et al, 2015; Olivero, 2005, Holst et al, 2017, Galván, 2018). Teachers with ludic activities plan situations that allow the student to adequate their understanding regarding emotional intelligence, the game allows improving socialization in students so that they are in the future confident, respectful and independent citizens (Guzmán, 2016). HHSS influence as prevention and reduction of inappropriate behaviors by improving attention, emotion control, decision making, assertiveness and self-esteem, channeling it through tutorial workshops , (Cacho et al, 2019).

Research generates interest because virtuality is the home learning strategy that occurred for reasons of the coronavirus, changed the role of parents in teachers from their homes, generating instability, zero tolerance and stress outcrop; they were not prepared for virtual learning that would be given to minors, the development of HHSS empowered to arrange, strengthen and adjust relationships with parents and students to improve the obstacles and feelings of anxiety in social environments, as well as changes, the problem that teachers had was socioemotional. (Elizalde et al, 2021). The increasingly constant approach with technologies causes adolescents to talk more through ICTs than through face-to-face dialogue, reinforcing the need to develop digital social skills to establish healthy relationships in both contexts. It is highlighted that the use of ICTs with moderation and limits brings several benefits for the healthy development of adolescents (Nesi et al, 2019). Social networks

allow socialization by sharing interests through the internet, creating new groups of friendships or recovering some. This virtual resource has a lot of influence on interpersonal communications, students are able to start a conversation, express a compliment, get an appointment, do not stress, there are no difficulties with internet use, nor do they neglect their responsibilities, academic activities and other studies (Delgado et al, 2020). Social skills and their various strategies make students improve oral expression, demonstrating autonomy and confidence, interests, emotions, desires, ways of thinking without fear of rejection when interacting in contexts of socialization in virtual and face-to-face environments; (Mendoza, 2021). Organizational social skills are approaches to technology and interculturality with new demands, all this also allows rethinking leadership skills in order to preserve the effectiveness, coherence and usefulness of organizations (Elizalde, 2021, Tolentino, 2020). The HHSS and collaborative work in the virtual context, in students, is outstanding, since it increases communication skills through written expression generating a better academic performance, improves interpersonal relationships. Informatics as it is nominated web 2.0 has generated communicative effectiveness through its varied modalities (social networks, email, chats or blogs, among others) adapting to the needs of young people (Ridao, 2019; Villasana & Dorrego. 2012; Ramos & Villa, 2021, Maidana, 2020). In this environment, digital communication is fundamental because it significantly changes the communicative genres in interpersonal relationships, generating a different perception of time and space (Flores et al, 2016) .

The HHSS strengthen the emotional part according to the coincidence of several authors who state that emotions should be given names, identify them in others, contribute to well-being and personal development, as well as strengthen social relationships with others. (Cañabate et al, 2018). Being the emotional and social skills the challenge of the future of learning; it is indispensable the development; collaborative, communicative skills shining the value of the group of social and individual skills, competencies that motivate in the individual responsibility, resilience, cooperativity, initiative, creativity,

commitment to collective work, virtual with compassion, empathy and solidarity (UNESCO, 2020, Unuzungo et al, 2022). The adolescent stage is based on phases of physical and emotional transformations and change. The connection with peers is an auspice of school habituation as it is composed in an emotional environment that tolerates them to adjust to stress, a cognitive procedure that enables them to resolve conflicts, opt for new knowledge, give them practice and opt for new social skills (Oyarzún et al, 2012). Students require emotional and social cognitive skills in judicious parts to reach future success, where cognitive skills are needed through academic qualifications, which influence the success of learning in individuals, then emotional and social skills (sociability, self-esteem and perseverance) demonstrated to have an impact on social achievements, taking into account a better subjective well-being, probability of not having behavioral conflicts and better health. (OECD, 2016). Based on the Gestalt psychology to develop emotional and social skills of the case study, it was concluded that the instruction of a leader has to start at school age beginning with the development of social skills, interpersonal intelligence, emotional intelligence, intrapersonal intelligence (Tolentino, 2020). Therefore, emotional and social skills help to translate purposes into actions and increase the probability of completing studies, avoiding aggressive behaviors, selecting appropriate lifestyles. Several important emotional and social skills can be molded from an early age, which allows educators (teachers and family) the possibility of offering adequate learning environments to accompany the individual in this process (OECD, 2016). Learning emotional intelligence has an impact on various aspects of people such as well-being, feelings to others, conflict behaviors, interactions with others, in the quality of life, what is connected to happiness (Fernández Berrocal, 2009, Barrientos, 2016). It is denoted to take into account the three types of affective intelligence, Cognitive competence: Skill that uses thinking in an ideal way, mental processes of abstraction, reasoning, conflict resolution, the cognitive skill to think and be able to control it, compression, learning to adapt to the environment and experience. Affective intelligence, cognitive skills characterized by knowledge, social orientation and the skills

available to reinforce coexistence and individual bonds. - Affective competence: Skill to channel, recognize and express the emotional. Empathy, personal balance and self-esteem are important. Likewise, the individual's ability to control his/her feelings caused by affective phenomena, taking into account affectivity and the enrichment of one's own life. - Behavioral competence: acts performed based on affectivity and thoughts (Martínez-Otero, 2006, Barrientos, 2016). The emotional cognitive balanced form enables the development of positive behaviors at professional, personal, social and school levels. It is known that students who arrive at an entity present diverse characteristics in terms of personality and behavior, where not all will respond equally to the daily situation, adding the challenge of knowing how to solve problems with other individuals. Coaching trains in an integral way. The HHSS are divided into five dimensions. The behavioral dimension takes into account the specific characteristics of interpersonal interaction, as well as non-verbal, verbal and paralinguistic indicators. The cognitive dimension related to aptitudes and intelligence and in the attainment of HHSS. The physiological dimension based on emotional and sentimental expressions, also sees the handling of difficult situations. The assertive dimension sees the defense of one's own rights so that the rights of others are not violated. The empathic dimension which the person puts him/herself in the place of the other (Claudet, 2018; Giraldo & Flores, 2021). It is also worth mentioning three essential elements of another author on social skills such as behavioral, cognitive and physiological parts (Hofstadt, 2005, Flores et al, 2016). Likewise, taking into account the types of behavior such as: social agility, emotional approach, empathy, courtesy, assertiveness compose social skills and self-control, which have impact take position of emotions and live collectively (Do Amaral et al, 2015, Flores et al 2016). As well as in the Brazilian environment, the identification of HHSS classes are potential protective factors and at risk for depression in early adolescence, along with the sociodemographic variables of the population and in the sense of situating the predictive power of the model (Campos & Del Prette, 2014). The professional competencies of the teacher are vital, since it establishes the attitude and their behavior, responds to the social and

emotional level of the discents, influencing their performance and improving of social and emotional competence (Lopes et al, 2015). The data collected show that teachers support students socially and emotionally, using an emotionally appropriate tone of voice, communicating positively, allows transmitting instructions by using a warm and calm voice, encourages teamwork, sensitivity to the emotional, social and academic needs of students. (Barrientos, 2016).

Interrelationships in different contexts

Social skills make possible the acquisition of instruments that improve coexistence because the individual is developing in different environments, reinforcing and improving (Medellín & Ojeda, 2021), factors that have impact: biological, connected in resembling behavior or improving social behavior before others; connection between development and context of skills; socializing consequences associated with acting, reproducing behaviors or behaviors of the family; teachers take charge of the instruction of the student body, in addition to example as agents of behavior. (Guzmán, 2018, Giraldo & Flores, 2021). The school is taken as the initial training environment of socialization of the learner that reaches the consolidation of the behavior, reality and subjectivity of the student body and the improvement of the connection between educator and learner (Gutiérrez & Buitrago, 2019). The HHSS in the student body is important since it educates and conditions the student body in a socially competent manner, offers socialization processes and learning for the adequate progress of social skills with others, as well as, at school, the student body achieves competencies, models and skills, which make it possible to establish behaviors that achieve reciprocal interaction with others in the social, family and school context (Medellín & Ojeda, 2021). Also, social skills make possible the progress of habits for the improvement of the institutional climate, in order to challenge conflicts of school coexistence. In the practical context, the proposal of the social skills plan enables the learner and the school educator to improve values, attitudes and habits based on the school climate (Renteria, 2018). Analyses show that the student-discussant and student-teacher

interrelationships influence the reduction of problematic behavior in class, giving great merit to the student-teacher relationship, highlighting its importance for the learning and well-being of the students (Ugarte et al, 2021). It is essential to understand that the school is a social entity, where not only science content is provided, but also content that sensitizes the students. The learning they achieve is transferred to the family environment and the community. In the social aspect, educational actors intervene because they cooperate to reduce social conflicts that occur in school due to the misunderstanding of social skills, strengthening behaviors, communication skills and problem solving, they also develop adaptive behaviors, such as autonomy, responsibility in academic positions (Rentería, 2018). (Rentería, 2018). MINSA estimates the dimensions: a) Assertiveness: It is the expression of oneself in one's thoughts, values, attitudes and behaviors. b) Communication: Manifesting something through verbal and nonverbal signs. c) Self-esteem: It is the ability to distinguish oneself and assign an identity. d) Decision-making: Identifies alternatives. The assertiveness dimension is the most encouraged, since we apply it in every moment of our life, the students reinforce it and self affirm their own ideas without directing others. Poor communication within the home is a factor of insecurity for the progress of adolescents, due to the different changes they go through at this stage. The first scenario that transmits norms, values, teaching is the family context (Gonzales & Molero, 2022; Vieira et al, 2016). Self-esteem at these ages, produce changes in the educational standards of PFFF, in the family context, in the school environment produces improvements in self-esteem, so it is important that the adolescent feels loved, accepted by his family, teachers and peers. It should be borne in mind that an average range of family functioning generates dysfunctionality, limiting the adolescent and generating fear in decision-making (Esteves et al, 2020). If there is family dysfunctionality, students will require reinforcement of skills, these HHSS and the development of communication are infallible, both personally, family and school. The study in adolescents is relevant, due to the various behavioral and attitudinal changes experienced (Bentina & Contini, 2011, Betancourth, 2017, Acosta, 2020). Coexistence is the calm and harmonious coexistence of people in the same

space. The HHSS have to be learned and taught in three blocks: How we are, how we relate and coexistence, the skills in the school context, is different because students will perform differently from home and will have to develop new skills for coexistence because they will relate to new people, being the treatment different (Estrada & Mamani, 2020). There is no doubt about the importance of the family as the first organism of socialization, which has a direct impact on the development of young people in any field (Jaramillo & Guzmán, 2019, Medellín & Ojeda,, 2021). As well as children with special needs need preventive care and intervention in the factors that have social deficits because the greater the repertoire of social skills, the higher the quality of life, with more rewarding interpersonal relationships, greater personal fulfillment and professional success, as well as better physical and mental health. (De Olivera, et al 2021).

The HHSS are a valuable factor in building the self-concept of young people and vice versa; the two variables contribute through didactic strategies such as modeling, role-playing, group feedback and co-evaluation, among others; psychosocial accommodation and increase of positive self-concept is stimulated, knowing that family and friendships are important in the interaction of the two constructs. (Tacca et al, 2021). HHSS and self-concept facilitate through strategies stress, generating productive resources in relationships, practice shows that more competent individuals have more advantages than others, since they have capabilities, knowledge and experiences, as well as interpersonal skills that use it in certain situations . (Holst et al, 2017; Montalvo & Jaramillo, 2022). Being the dimensions of self-concept: Emotional self-concept; it is the aspect that has the greatest impact on the HHSS level, individuals relate to their peers in an adequate manner, they feel psychologically more confident to express their opinions and demand their rights. The second most prominent factor in social skills is Physical Self-Concept, when strengthened, it offers confidence to interrelate with people of the opposite sex who are charming. While the Social Self-Concept, when developed by students gives greater security to self-express themselves in different environments of interpersonal coexistence (Caldera et al, 2018). According to the

Vygostkian theory, the integral progress of human beings increases in a time and space, interacting in a harmonious way with the purpose of changing it for their benefit, as well as of the collective welfare.(Vygosky, 2003; Renteria , 2018). It can also be observed that in some I.E there is a need to interrelate in an adequate way the educational actors since it is taken into account in the educational management and school context, relationships, being limiting between teachers and principals, this prevents the achievements evidencing the isolated work of the teacher, little co-responsibility and little addition between teachers and managers (Alban et al 2015). (Alban et al 2015). The research shows that more than half of the students need to improve their HHSS in total. Four defined profiles of HHSS were identified in two groups of students with homogeneous scores in their six factors, also in the group of heterogeneous students in the HHSS level, showing a different average according to the different social situations, as well as a high level of behavior to ask for the rectification of something to those who made a mistake. (Making requests), another weakness is the little facility to express themselves spontaneously, express anger or disagreement, defend their rights as a consumer, say no and cut interactions; all without distress; also a deficit of skills to initiate positive interactions with the opposite sex, being this behavior of requesting appointments the lowest in the level of possession.(Ruiz, 2016)

Conclusions

The HHSS are fundamental aspects in the progress of the person, allowing to face the events either at personal, family, social, academic and labor level, by means of these skills a situation is improved by means of expressions, positive behaviors, capacity to act and interrelate with their equals, and with all the people in a satisfactory and effective way, being connected with affective motivations that allow to handle the psychological part in a personal way.

HHSS reinforce the assertive communication of individuals, showing truthfulness in what they say, improving their oral expression phases, showing more autonomy and confidence, calmness and respect when dialoguing,

avoiding confrontations, reproaches and bringing out empathy.

The HHSS directly influence the academic performance of the students, who adequately execute learning skills in the different areas, expressing their own opinions and valuing themselves, comply with the development of study methods that enable them to take advantage of their ability to achieve social correlation. It is possible to observe the importance of academic achievement not only individually and as a group in the classroom, the didactic strategies of the teachers, as well as the attitude of the student towards learning. Academic achievement has multiple causes for its satisfactory performance, finding social, cultural and individual variables.

The HHSS strengthen students' assertive behavior, as well as attention, decision making, mastery of emotion, assertiveness and self-esteem, channeling it through tutorial workshops. People who possess assertive behaviors are those whose behavior is not aggressive with others, avoid conflicts, express desires or opinions, feelings in a direct and appropriate manner, respecting the rights of others.

The strengthening of HHSS in virtuality establishes, consolidates and regulates relationships with parents and students to improve obstacles and anxiety in different social spaces, as well as goals and values that drive change. The increasingly constant approach with technologies causes adolescents to talk more through ICTs face to face, reinforcing the need to develop digital social skills to establish healthy relationships in both contexts. It is highlighted that the use of ICTs with moderation and limits brings several benefits for the healthy development of adolescents.

Social skills fortify the affections that are part of emotional intelligence, identifying and expressing them, understanding the emotions of others and respecting them. The connection with peers is a sign of school adaptation as it is composed in an emotional environment that tolerates them to adjust to stress, a cognitive procedure that enables them to resolve conflicts, opt for new knowledge, give them practice and opt for new HHSS. Students require cognitive, emotional and social skills in judicious parts to achieve future success, where

cognitive skills are needed through academic grades, which influence students' learning success.

The context in which adolescents develop is strengthened by social skills, demonstrating that students resolve their conflicts by developing creativity, autonomy, innovation and positivism in the school environment, with the teacher contributing didactic strategies and contextual materials, strengthening the social and educational process. The family is a key element for the progress of HHSS in students, since they begin their interrelationship there, therefore the school and family should be linked to provide the necessary tools for the development of students in the educational environment and thus achieve their integral development.

The HHSS are a valuable factor in building the self-concept of young people and vice versa; psychosocial accommodation is stimulated, as well as the increase of positive self-concept, knowing that friends and family are important in the interrelation of the constructs, generating appropriate resources in relationships. Adolescents must internalize a correct self-concept, although the presence of external and internal influences motivates the learning of new social interactions and skills. By identifying the risk factors that coerce their adequate development in the family, social and school environments, timely measures can be taken, being modified during the development of the human being according to the behaviors that occur during socialization.

Every social skill is a behavior or thought that leads to solve a social problem in a safe way, both for the person and his/her social context. Therefore, teachers are not prepared to work on HHSS in the classroom since they only focus on the cognitive part of the students, leaving aside the importance of interrelationships for their daily life. It is clear that old pedagogical theories should not be combined with new learning models, requiring updates, training to be more empathetic, sensitive, humanistic, in these points we should know more about HHSS to have the ability to understand them more adequately, change paradigms, and also the pedagogy with which we work. Of course, teachers should evaluate their weaknesses and strengths regarding HHSS so that they can work together with students to improve them. Social

skills should be worked on in order to strengthen them and thus avoid antisocial behavior, disorders, etc. It is suggested to continue researching on the subject.

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