

INTERPERSONAL SKILLS AND COOPERATIVE LEARNING IN PSYCHOLOGY STUDENTS OF A PRIVATE UNIVERSITY IN GUAYAQUIL, 2023

Abstract

The objective of this document is to propose a training plan based on the development of interpersonal skills with the aim of fostering cooperative learning among psychology students at a private university in Guayaquil in 2023. The research was conducted using a non-experimental design, which entailed observing and evaluating the variables or phenomena under investigation without any manipulation. The research findings indicate that inter-institutional alliances facilitate the expansion and enhancement of future psychologists' and professionals' competencies, offering them experiential learning opportunities in authentic work environments. The provision of internships in companies that offer training in this regard will be pivotal in complementing the academic training of students and better preparing them to address the issues they would encounter in professional practice. In this way, the university will not only fulfill its obligation to train competent professionals but will also become an agent of constructive social change.

Keywords: Interpersonal Skills, Collaborative Learning, Psychology, Higher Education.

1. Introduction

The current educational system places significant emphasis on cooperative work, as it fosters enhanced sociability and collaboration among students in both digital and face-to-face environments. This approach aligns with the revised instructional strategies and methods currently being implemented. Lobato et al. (2015) posit that the process of socialization and cooperation is an active process that requires the direct commitment of both the students and the instructor, who serves as a guide.

As students progress towards becoming effective and responsible collaborators, they gain an appreciation for the value of their contributions in achieving their proposed objectives. Additionally, they begin to recognize the potential for growth and development of their talents and abilities. In this type of technique, individual competence is subordinated to the common goals of team members. This technique is distinguished by the fact that each member contributes to the team's work and is considered a member of the group. As posited by Johnson et al. (1999), the development of teamwork is characterized by four distinct attributes: Individual and social responsibility, positive interdependence, face-to-face interaction, social skills, and group appreciation are crucial elements of social development.

The following capabilities are included in this category due to their intrinsic value. The manner in which subjects interact with one another or with other individuals associated with these skills is indicative of a relationship. The ineffectiveness of implementing these activities in the classroom is evident in the skills and attitudes of students who have low proficiency in these elements. Despite the benefits of cooperative work, there is widespread concern that these activities are not properly implemented. The prevailing individualistic culture in many societies is a significant contributing factor to this situation. In addition to the aforementioned considerations, it is crucial to