

Formative Experiences in Social Skills of Primary School Children in Peru, Ecuador, Mexico, USA and Spain the last 6 years, Systematic Review

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The objective of this bibliographic review is to analyze the formative experiences in social skills of elementary school children in the last 6 years, based on the descriptive documentary research method, accumulating data from following databases: Redalyc, Eric, Science Direct: Redalyc, Eric, Science Direct, a population of 37 publications was consulted and a sample of 13 pure publications in application of formative experiences in Peru, Ecuador, Mexico, USA and Spain, where they show positive results at end of their application both teachers and students, concluding that any well programmed experience and guided by a teacher according to an objective will equip learners with skills for their future development in society.

Keywords: Social skills, programs, training experiences.

1. Introduction

Currently, there are many formative experiences in Social Skills (HHSS), and there are different approaches from many authors such as Solter, recognized as father of behavioral therapy, who in 1949 introduced a term based on the need to increase expressiveness of individuals, some of the suggestions are still used today. From that date to the present, dissimilar criteria have emerged that are more or less distant from the first, however, the essence is maintained where exponents such as Alberti & Emmens, Wolpe, Argyle & Kedon, and Caballo, who in 1987 issues a criterion with which most researchers currently work on the subject (Costales et al, 2014). In educational institutions it can be observed how it is that the lack of training in HHSS is related to aggression, shyness, expression, or bullying (Vargas et al, 2017), the formative experiences in Social Skills are based on training in Social Skills which are nuanced by techniques or specific moments help it to develop the deficit of HHSS in areas and life of an individual or problematic that is triggered as a result of social exchange, However, there is no reference that allows the assessment of internal or external elements that act as determinants in the formation of HHSS, which is why education has an important role to play not only with learners but also with citizenship (Mendoza et al. , 2015) (de Miguel,

2014). In this way, the learner has more possibilities to work in group, with resources in mission of change and accommodation to any challenging context, ensures his personal triumph and will make him a socially effective person (Minedu, 2017), it is for that reason that the following question of the research problem arises: How have been the formative experiences in Social Skills of primary school children in Peru, Ecuador, Mexico, USA and Spain the last 6 years? This intention deliberates in directing present bibliographic review to the general objective of analyzing the formative experiences in social skills of primary school children in Peru, Ecuador, Mexico, USA and Spain in the last 6 years.

International research in correlation to the HHSS are oriented to primary school students as their object of study, as evidence, in Spain they correspond immediately to value of empathy, to serve as a pro-social control behavior (Mestre, 2002). Social skills are a magnificent procedure to protect and promote health, much better if it is treated from the primary school stage which is when students are aware of their social group influence because positive social behavior benefits adaptability, the assent of third parties, positive assistances and security of the subject (Crespo, 2006), (Prieto, 2000), all members who participate in the learning of students are concerned about conflicts that occur in school environment and how to resolve them. This conflict resolution is closely related to problems of basic social relations for development of the individual as a sociable being, when a person is empathetic, he/she lets others express their personal opinions and feelings to them without restrictions (Tortosa, 2018). In Mexico there has been a growing attention in the study of ways to address social skills to lower the negative consequences of school violence among peers in the psychosocial adaptation of students, especially in the victims (Costales et al, 2014).

In our country it is a problem in recent years to ignore the effect that causes a formative experience in improvement of social skills in learners and the relationship with aggressiveness and not knowing how to measure them, all of us who participate in education are alarmed by conflicts that occur in educational orbit and how to solve them. This lack of conflict is closely related to the problems of elementary social ties for the maturity of primary learner as a social individual (Tortosa A., 2018). Therefore, it is incumbent upon us to be ready to detect them, and to equip the practice of appropriate social skills from the primary stage onwards with the purpose that they deploy capacities oriented to sensitivity, their ability to invent, project creative procedures, work in teams, thus developing those indispensable social and communication skills from teaching intention. The relevant growth of social skills is evidenced in school climate, harmonious coexistence, assertive communication and above all good interpersonal relationships with their peers, only within the home where they live with their family (Oyola, 2015).

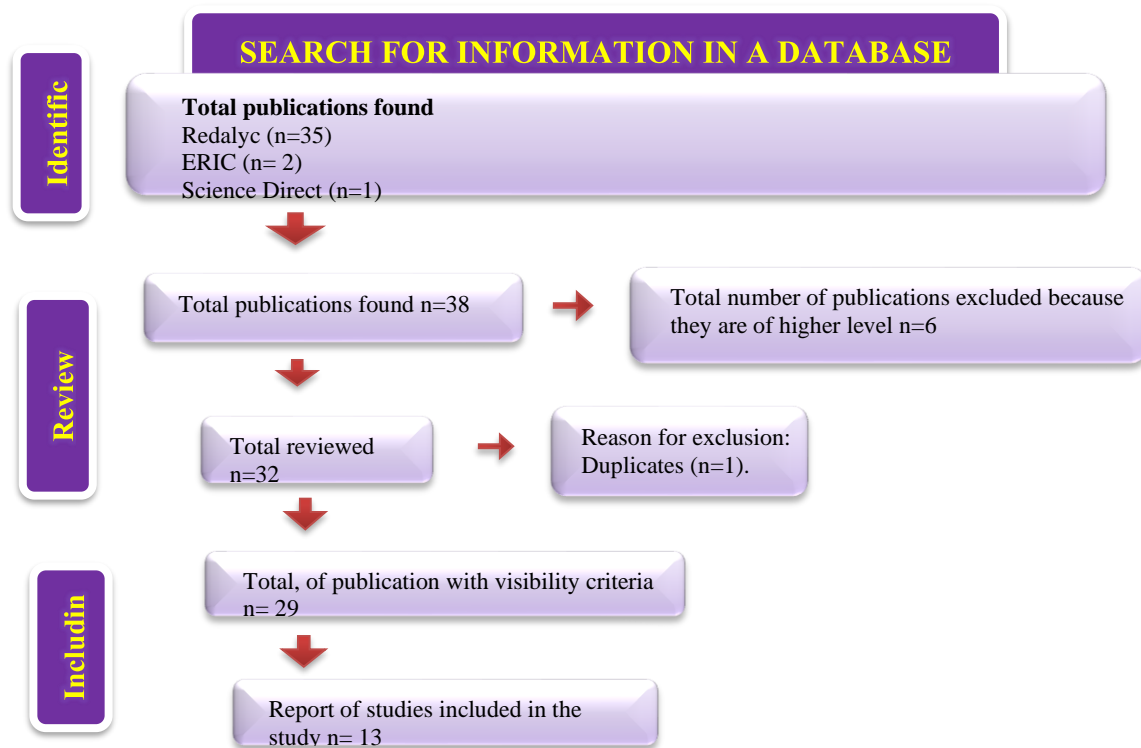
2. Methodology

The development of the systematic review was based on a study aimed at descriptive documentary research included within the existing bibliographic review of different bibliographic documents referring to the Systematic Review of formative experiences in Social Skills of elementary school children in Peru, Ecuador, Mexico, USA and Spain in the last 6 years. The general objective of present bibliographic review is to analyze formative experiences in Social Skills of elementary school children in Peru, Ecuador, Mexico, USA and

Spain during the last 6 years. We worked with a population of 37 publications and a sample of 13 pure publications.

In this same intention, I must indicate that the primary sources of information that will be used in the literature review article will be scientific articles, systematics and doctoral theses from prestigious databases such as: Scielo, Redalyc, Jstor, etc. Consequently, in order to carry out bibliographic review, we still proceeded to an advanced exploration with the intention of carrying out a specific exploration in relation to the topic, that is why the Boolean operators "and" and "or" were used, both in Spanish, English and Portuguese. The key words of manipulation for the research of bibliographic sources were expressed as follows: "social skills", "formative experiences", "social skills program primary", "Habilidades Sociais", using the temporal limitation from 2002 to 2022. On the other hand, the spatial delimitation of research study was focused on American and European countries such as Peru, Ecuador, Mexico, USA.

While systematically reviewing, exclusion criteria were used: articles that are not related to the formative experiences in Social Skills of the students' elementary school children, such as "secondary level", "initial", "university", "psychological reports", "adult education"; and articles that were outside the established time range of 6 years, after the analysis method, 38 articles were found, of which only 13 were related to the goal set for the research.



Flow Diagram

3. Results

At the end of the exploratory systematic review, the results and data obtained are extensive. In this section the focus of analysis revolves around the characteristics of historical perspectives of the practices in social skills during the last 20 years, which were found in a precise or pure form in 5 scientific researches so far. I need to make this clarification due to the ample information obtained and the different ways of presenting and analyzing findings in this regard. To initiate the concept of the terms social skills in studies when addressing the bibliographical perspective in primary education, as indicated by Torres, J. & Piscoya, C. (2014). In life, people must always have relationships with each other because they are naturally social entities, and approaching this angle is the opposite of history, the process of continuous evolution in which we live, opening to the dialectic of pig and unconscious amnesia.

Every norm or law that governs whole world is in permanent change, nowadays we usually only judge by how intelligent or unintelligent each one is, without considering personal training or expertise, even more by the way we relate to ourselves or to the rest. It is convenient to deploy social skills as they are needed at every stage of human development to achieve our goals, challenges or objectives established (García C. R., 2005). Addressing the social skills of a human being is vital to facilitate the way he/she interacts with society and that this interaction is successful (Patrício, M. et al., 2015).

CITE REFERENCE	DATA BASE	TITLE	DESCRIPTION SUMMARY	COMMENT
Oyola, B. (July-December 2015). The sociodrama in the development of social skills of children in the second grade of primary school. UCV-HACER. Journal of Research and Culture. http://www.redalyc.org/articulo.oa?id=521751974007	Redalyc	Sociodrama in the development of social skills of children in the second grade of primary school.	To determine the degree of influence of the program with the Sociodrama technique method resulting in a favorable development of their social skills, evidenced in a good school climate, a more harmonious coexistence, a more assertive communication and above all good interpersonal relationships with their peers, concluding that the influence of the Sociodrama technique is very significant in the development of social skills.	The following study aims to determine the degree of influence of the program with the technical method of Sociodrama in favor of social skills, in that sense the expansion of resources in these social skills is much more significant than having a lot of basic knowledge (reading, writing and calculus), to have interpersonal talent is to be able to understand and understand others, instilling to work cooperatively.
Smolkowski, K., Walker, H., Marquez, B., Derek Kosty, D., Vincent, C., Black C., Cil G. and Strycker, L.A. (March 14, 2022) Evaluation of a Social Skills Program for Early Elementary Students: We Have Sk. Journal of Educational Effectiveness Research. DOI: 10.1080/19345747.2022.2037798	ERIC	Evaluation of a Social Skills Program for First Primary Students: We have skills	Teaching academic and social skills to elementary school students, as well as improving teacher effectiveness was through the experimental method, resulting in demonstrating greater differences between conditions for students who initially had difficulties and in teachers improvements in their sense of self-efficacy for classroom management and concerns about student behavior concluding that less cost-effective solutions that teach socio-behavioral skills in elementary school achieve good results.	The following study covers the purpose of improving teachers' effectiveness in teaching and training students in HHSS without taking into account the investment in resources and obtaining positive results, very few resources are invested by the U.S. to improve HHSS, and it is not yet taken very seriously.

<p>Ramírez-Corone, A.A.; Martínez-Suárez, P.C.; Cabrera-Mejía, J.B.; Buestán-Andrade, P.A.; Torracchi-Carrasco, E.; Carpio-Carpio, M.G. (2020). Social skills and aggressiveness in childhood and adolescence, 39(2). https://doi.org/10.5281/zenodo.4068522.</p>	Redalyc	<p>Social skills and aggressiveness in childhood and adolescence.</p>	<p>A review of the definitions, theories and evaluation instruments of social skills and aggressiveness by the literature review method showed that they are a construct with many difficulties to define them, concluding that social skills depend on the context, which is constantly changing, and aggressiveness is a quality related to violence.</p>	<p>The following study aims to demonstrate the relationship between the development of social skills and aggressiveness in order to validate the relationship between social skills and aggressiveness and to demonstrate that each has no influence on the other according to the study, making it clear that who is aggressive limits their social skill capabilities.</p>
<p>Almaraz-Fermoso, D.; Coeto-Cruzes, G.; Camacho-Ruiz E.J. (2019). Social skills in elementary school children. <i>IE Revista de Investigación Educativa de la REDIECH</i>, 10(19), 191-206. DOI: https://doi.org/10.33010/ierieredi.ech.v10i19.706</p>	Redalyc	<p>Social skills in primary school children</p>	<p>To evaluate the impact of a social skills program in a group with intervention using the longitudinal method (pre-test-post-test), the result of which was a significant improvement with a decrease in aggressive behavior, concluding that the program is functional.</p>	<p>The following study covers the issue of violence as a cause of violent children's behavior by implementing a program to reduce such violent behavior. The lack of promotion of healthy coexistence is an irrefutable cause we must forget these small but great details that will make his passage through life a successful walk through this society in which he is immersed.</p>
<p>Hernández, E.C. et al. (2017). Aggressiveness and social skills in primary school children of the Educational Institution 10020, Zaña 2016. <i>UCV-HACER. Journal of Research and Culture</i>, vol. 6, no. 2. https://www.redalyc.org/journal/5217/521758010007/html/</p>	Redalyc	<p>Aggressiveness and social skills in primary school children of the Educational Institution 10020, Zaña 2016.</p>	<p>To determine the level of the relationship between aggression and social skills with the observational method resulting that aggression and social skills are not associated, concluding that there is no significant relationship between variables.</p>	<p>The present study aims to make a relationship between aggressive behavior and social skills in children. It was concluded that there are no significant relationships between both factors, an important reason being that children of average intelligence do not have any problem making friends or simply meeting with their peers.</p>
<p>Tortosa, A. (2018). Learning social skills in the classroom <i>International Journal of Inclusion Support, Speech Therapy, Society and Multiculturalism</i>, vol. 4. https://www.redalyc.org/articulo.oa?id=574660908013</p>	Redalyc	<p>Learning social skills in the classroom</p>	<p>Provide an analysis of the importance of developing social skills in the classroom in order to develop socially competent individuals with the method of bibliographic analysis, resulting in a variety of definitions that concluded that social skills are a fundamental competence to develop properly as individuals, in a society where they are constantly needed.</p>	<p>The present study covers social skills as part of the fundamental competence that is developed in the classroom, which is the origin for understanding the intentions and emotions of others.</p>
<p>de Miguel, P. (2014). Teaching social interaction skills in children at risk of exclusion. <i>Journal of Clinical Psychology with Children and Adolescents</i>, 1(1).</p>	Redalyc	<p>Teaching social interaction skills to children at risk of exclusion.</p>	<p>To evaluate the efficacy of the Social Interaction Skills Teaching Program using the Descriptive method with the program proving to be a very positive tool for the</p>	<p>The following study covers the promotion of social skills from the family, social learning is closely linked to the characteristics of each</p>

<p>http://www.redalyc.org/articulo.oa?id=477147183002</p>			<p>development of social interaction skills, and concluding that with a program the participants optimized essentially in all social interaction skills.</p>	<p>living environment as well as to the influence of some positive social behaviors, so it is important to consider the culture of society in the formation of social skills.</p>
<p>Bermudez, K.; Aviña, V.; Chiquet, R.; Olivas, S.; Sanchez, F. (August 2020). Effect of Behavioral Skills Training on the establishment of social skills in children with autism Acta Comportamental: Revista Latina de Analisis de Comportamiento, 28(1), https://www.redalyc.org/articulo.oa?id=274566258002</p>	<p>Redalyc</p>	<p>Effect of Behavioral Skills training on the Behavioral Skills training on the establishment of social skills in children with autism.</p>	<p>To determine the effect of Behavioral Skills Training on the establishment of two social skills in Autistic children with the Multiple Baseline design method resulting in both responses increasing during training and concluding that BST can be flexible in the instruction and modeling components, and still be effective in skill development, which is an advantage of the procedure.</p>	<p>The present study aims to measure the difficulties that some students present in terms of their social skills whenever they are related to victimization by their peers for this they have used a scale with psychometric properties, in my opinion any intention that aims to reduce violence prevent problems by violence is extremely important, as this will lead us to analyze the origin in family contexts the effect on peers and behaviors for the benefit of society.</p>
<p>Paredes-Mamani, R.P., & Calcina-Condori, C.R., & Esteves-Villanueva, A.R., & Yapuchura-Saico, C.R. (2020). Habilidades Sociales en Adolescentes y Funcionalidad Familiar. Revista de Investigación en Comunicación y Desarrollo, 11 (1),16-27. https://www.redalyc.org/articulo.oa?id=449870437002</p>	<p>Redalyc</p>	<p>Adolescent Social Skills and Family Functionality</p>	<p>It was proposed to identify the relationship between social skills in adolescents and family functionality with the quantitative method, descriptive-correlational type, it turned out that family functioning determines dysfunctional family dynamics and the student restricts his spontaneous development with fear of making decisions, concluding that the HHSS in students are relatively basic and with deficit, with respect to family functionality.</p>	<p>The following study demonstrates the positive relationship between social skills and functioning, initially intended to show that family dysfunction is a determinant of the development of social skills, which is why they considered a social skills intervention training program.</p>
<p>Huambachano, A.M. y Huaire, E.J. (2017). Desarrollo de habilidades sociales en contextos universitarios. Horizonte de la Ciencia. DOI: https://doi.org/10.26490/unep.horizonteciencia.2018.14.430</p>	<p>Redalyc</p>	<p>Development of social skills in university contexts</p>	<p>To explain the effect of an educational program on improving social skills by a quasi-experimental design that improved students' prosocial behaviors and concluded that social skills improve with program intervention.</p>	<p>The following study covers a necessary intervention program for the improvement of social skills in students, which demonstrates positive effects in improving their behaviors with a view to future integration into their society.</p>
<p>Madrid-López, E.J., & Martínez-Ferrer, B., & Valdés-Cuervo, Á.A., & Martínez, E.A.C. (2016). Propiedades psicométricas de una escala para medir dificultades en habilidades sociales relacionadas con la victimización. Pensamiento Psicológico, 14(2), 77-88. http://www.redalyc.org/articulo.oa?id=80146474006</p>	<p>Redalyc</p>	<p>Psychometric properties of a scale to measure difficulties in social skills related to victimization.</p>	<p>To measure difficulties in social skills for coping with peer aggression with the contextual approach method, resulting in better fit indicators, concluding that the measurement scale has psychometric properties that allow measuring difficulties in social skills for coping with peer aggression.</p>	<p>The present study covers what are assessment instruments to detect difficulties in social skills in contribution to the prevention of chronic victimization problems and their negative consequences on cognitive and socioemotional development. With the sole intention of improving coexistence among peers and contributing to the solution of the problem in some way, the intention is positive.</p>

Fernández-Cantillo, A., & Macías-Bestard, C., & Costales-Ramos, Y. (septiembre, 2014). Algunas consideraciones teóricas sobre las habilidades sociales. Revista Información Científica, 87(5), 949-959. http://www.redalyc.org/articulo.oa?id=551757255019	Redalyc	Some theoretical considerations on social skills	Perform an analysis of the elements that exert determination in social skills, with the method of the theoretical level of research resulting that both assertiveness and empathy are considered social skills, and concluding that an individual is assertive if he/she clearly expresses his/her opinions and feelings.	The present study covers a differentiated analysis of definitions of social skills with the intention of giving the respective value as people who are part of the action of teaching, it is important as feedback of the teaching function as this skill we are developing daily social skills if they are not detected and treated in students can be somewhat delicate for some people unlike others who have more ease.
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4. Discussion

Teachers, particularly in the development of learning experiences, should not only develop curricular content, but also have an impact on developing the first social skills (listening, conversing, asking questions, thanking, introducing and presenting themselves to others, and paying compliments) in their students, as it will allow them to be positive people, capable of developing socially and intellectually (Torres, 2015). The degree of influence of a program (e.g., with the sociodrama technique) conducted by teachers very significantly influences the development of social skills (Oyola, 2015). Teaching academic and social skills to elementary school students, as well as improving teacher effectiveness involved some economic means, and yet positive results were obtained, not only improving social skills, but also, in academic performance (Smolkowski, 2022). It should also be considered HHSS competencies are in relation to the context, since it is in constant change where aggressiveness as a quality related to violence that can influence the academic level must be faced (Ramirez et al, 2020). When evaluating the positive or negative impact of a functional social skills program happily there was significant improvement since it was intended to decrease aggressive behaviors present in the study group and this was achieved (Almaraz, 2019). They also determined the level of the relationship between aggression and social skills, where they showed there is no significant relationship between these (Hernandez, 2017). On the other hand, the importance of developing HHSS within the classroom was analyzed with to develop individuals understanding HHSS are the fundamental competence to perform adequately as individuals in society where they are constantly demanded (Tortosa, 2018).

It is important that classroom teachers have effective knowledge about emotional intelligence and multiple skills to be able to channel and direct their emotions, to then develop programs of this nature at a personal level that allow them to adequately express their social skills to be able to relate effectively with other people.

5. Conclusions

The question that motivates this research is: What have been the formative experiences in social skills of elementary school children in Peru, Ecuador, Mexico, USA and Spain in the

last 6 years? It was decided to focus this literature review on the general objective of analyzing the formative experiences in social skills of elementary school children in Peru, Ecuador, Mexico, USA and Spain in last 6 years. With the effective results of this research, the effectiveness of the programs in formative experiences will be demonstrated, thus showing elementary school teachers an alternative solution to develop the social skills of students.

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