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Some measures to educate children's social-emotional capacity

Pham Thi Hong Tham

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***Corresponding author:** Pham Thi Hong Tham

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Abstract

Social-emotional competency education becomes increasingly important as society becomes increasingly complex. With the interference of different cultures and ingenious behaviors, social-emotional education plays an increasingly important role. This article is based on literature research and practical teaching experience to propose some social-emotional education measures for students. The results show that the family plays a very important role in social-emotional education for children. The family can nurture and train children's skills and guide them to solve problems in life. Schools can strengthen social-emotional education classes for children and apply positive educational measures to foster children's social-emotional abilities. Educational administrators can also provide practical opportunities for school and family engagement and thereby increase students' social skills. This research will be a reference for managers, parents, teachers and others interested in social-emotional education for children, and it also opens up a number of research directions in education.

Keywords: Measures, Social-emotional capacity, Education.

1. Introduction

In the rapidly developing modern society, social-emotional abilities have become an important foundation for individual success (Furlong et al, 2018). It not only affects people's daily interactions but also profoundly affects their academic and career development (Dao, 2011). Therefore, how to effectively cultivate children's social-emotional abilities has become an important topic of concern for educators and parents.

Social emotional ability refers to the ability to understand, express, regulate and manage one's own and other people's emotions in

interpersonal interactions (Dao, 2021). It includes many aspects such as emotion recognition, emotional expression, empathy, and interpersonal relationship management (CASEL, 2018). A person with good socio-emotional skills can better understand the emotions and needs of others, establish harmonious interpersonal relationships, and achieve better results in life and work (Durlak et al, 2011).

Some research directions on social emotions show that social emotions play an important role in children's growth process, in which research on the content of social emotional education for children still has many problems (Dao, 2021) Some parents trust too much in experts and ignore their own role (Giang et al, 2013; Hong, 2022). Some teachers do not really realize their own roles and responsibilities when educating their students on social emotions (Giang, 2021), they even put pressure on children, causing them to lose their self-esteem. news (Dao, 2021) Some schools have not yet built or boldly introduced social-emotional education programs for children (Giang, 2023). Measures to educate children's social-emotional capacity cannot fully capture the role of each individual and unit in the educational process (Huyh, 2019).

In 2018, the Ministry of Education and Training of Vietnam issued the 2018 General Education Program, which included social-emotional education in the teaching program through experiential and career guidance activities (Vietnam Ministry of Education and Training). Nam, 2018), this further shows the important role of social-emotional education for students today.

2. Research content

2.1. Theoretical framework

Social emotional competence

There are many different concepts of social-emotional competency, Casel believes that: social-emotional competency is the process through which children and adults gain and effectively apply knowledge and the skills needed to understand and manage one's own emotions, set and achieve positive goals, feel and empathize with others, establish and maintain positive relationships, and make decisions responsible. Social-emotional competency focuses on students' bodies and minds, helping to reduce emotional stress for learners, meaning it approaches from the inside, to create a positive within the learner (CASEL, 2018). Furlong et al (2018) believe that Social-Emotional Competence is the ability to manage behavior, emotions and actively participate in human social relationships. Thus, it can be simply understood that human social-emotional capacity is the ability to control one's own emotions and behavior to bring positive value to others and to make responsible decisions for oneself.

Educating social-emotional competencies

Social and emotional learning (SEL) education is an indispensable part of the comprehensive education and development process of each person. Accordingly, Casel believes that "Social and emotional competency education is a process in which everyone, from children to adults, receives and applies knowledge, skills and attitudes degree to develop a healthy personal identity, manage personal emotions, and achieve individual and collective goals; demonstrate the ability to empathize and establish and maintain positive relationships; while making thoughtful decisions and demonstrating responsibility" (CASEL, 2018).

2.2. Research results

From the perspective of educational management

From the perspective of managers, paying attention to children's social emotions is extremely important. Only when educational managers care about children's social emotions can they offer programs, activities, and emotional education opportunities for children from a macro perspective. According to Singapore Ministry of Education (Singapore Ministry of Education, 2022).

SEL is an integral part of our educational framework for 21st century learning competencies and outcomes, and is taught in our Character and Civics Education curriculum, which includes: 1/ Instruction academic and career guidance; 2/ Sex education; 3/ Network health; 4/ Mental health; 5/ Family education; 6/National education. The country's education ministry also conducts and promotes counseling and discipline to further promote positive children's behaviors and support their mental health and resilience.

So how to develop children's social-emotional skills? Here are some specific strategies and suggestions:

- Provides realistic opportunities

Learning programs that integrate practical experience opportunities to help students improve their social-emotional abilities are also one of the effective measures implemented by many educational units today. Vietnam's new education program is integrating a number of experiential educational activities to increase students' social-emotional capacity. This receives support from parents, students and the whole society. The practical opportunities provided by educational managers are always macro-level and beneficial to a large number of learners (Kieu, 2022).

Some activities such as volunteering, clubs or community organizations need to be expanded and called for student participation. These practical activities not only help children practice social skills but also help them feel and understand the emotions and needs of others in reality, thereby improving their social-emotional abilities.

- Principal and image of sincerity.

A child's social and emotional ability is essentially the ability to "build social relationships". The principal's leadership to promote the development of children's social and emotional abilities is also fundamentally about "building social relationships", which are positive relationships between "people and children" and the requirements to build a safe, inclusive and supportive environment necessary for the development of children's social and emotional capacities. To achieve this goal, principals need to demonstrate a sincere attitude towards their students, in other words, principals need to create a school culture based on sincerity. This leadership model emphasizes that principals should care about others and treat others sincerely in their school. This type of caring needs to be open, transparent, and sincere, advocating positive regard for others, seeing problems from the other person's perspective, and paying attention to interpersonal feelings.

- Build positive school values.

One of the manifestations of genuinely caring leadership is to transform the school into a sharing and close-minded organization, committed to developing mutually caring relationships between individuals within the school. learning, making members feel that the school is a place that belongs to them, making them feel friendly, attached, and confident in the school (Le, 2015). This is very important, it makes school members always have a sense of helping others, and have a stronger sense of solidarity. The feeling of joy allows school organization members to feel at home in the school to create a sense of happiness for students. Happy teachers make happy children and parents. Members have a common vision of school development, which enables members to inspire potential, imagination and ideas in learners. This is completely beneficial for learners (Truong, 2016).

– Building a school ecological environment

Realizing a school's positive value orientation requires attention to creating a school climate. This school atmosphere is ecological, it is different from the school environment. School environment is more concerned with the objective existence of the school, while school environment is more concerned with the socio-psychological environment in the school, the organizational behavior of teachers and administrators. In the school environment, values are shared between children, teachers and society (Ly et al, 2016). Therefore, creating school climate requires attention to children's experiences of roles and interpersonal relationships in school. These experiences include teacher behavior, teacher-child interactions, interactions between children, and also include interactions between school administrators, teachers, and children; Pay attention to the values of the organization, the level of public opinion, the implementation of behavioral standards and the level of belonging to the school of organizational members; relationships within the organization; Pay attention to the well-being of members inside and outside of school.

– From the school perspective

Outside of family, children spend most of their time at school. The influence of teachers, friends, learning programs... has a great influence on a child's development. Therefore, the school also has a very important role in the process of social-emotional education for children (Nguyen, 2019). To fulfill the role of the school in social-emotional education for children Children and schools need to do the following:

– Enhance emotional education for children

School teaching programs can integrate emotional education content for children. Through a number of subjects such as Literature, civic education, experiential education activities, it can even be integrated with Math. Teachers can guide children to recognize and understand different emotions through classroom explanations, case analysis, etc., and learn how to express and manage their emotions correctly (Nguyen et al, 2010). In addition, teachers can also carry out emotional-themed educational activities based on children's real life such as gratitude education, friendship education, etc., So that children can feel the power of emotions during the experience and improve their social and emotional abilities.

- Apply positive educational methods.

First: create a positive learning environment

Understanding and controlling emotions is an important psychological state. For children, this state must be educated as early as possible, especially when children first start school. At this stage, children may encounter many problems such as not being able to make friends, having trouble with classmates, being criticized by teachers, etc., This will affect the child's emotions leading to some phenomena. such as children being bored, disappointed, nervous, worried, crying... To solve these problems, schools need to build a positive learning environment, increase experiential activities, and let children improve their skills. exchange, make friends and learn from each other (Tran, 2013).

Second: use new teaching methods, promote children's potential and personality

In a period where education is always innovating to suit social needs, schools also need to make changes to better educate

children, in which changing teaching methods is one of the effective measures. Some research results show that, instead of using traditional methods, teachers can use modern teaching methods to stimulate children's potential or develop their abilities such as: STEM teaching methods, hands kneading dough, tablecloth method, group discussion, project-based teaching... (Phan, 2010) are all methods to help children become more confident.

– From a teacher perspective

To educate children on social emotions, teachers can be considered as companions with children in the process of developing their social emotional abilities (Tran, 2018). For teachers, they have The following measures can be taken:

– Empathize with children

Empathy is one of the core elements of social-emotional competence. Teachers can guide children to feel the feelings and situations of others and cultivate empathy by telling stories, watching videos, etc., At the same time, teachers can also organize children to participate in perspective-taking activities, allowing children to experience different roles and emotions in simulated situations, thereby enhancing empathy. and understanding.

- Create a positive classroom atmosphere

The classroom is an important place for children to be exposed to and learn social-emotional skills. Teachers need to create a positive, open and inclusive classroom atmosphere, encouraging children to express their opinions and feelings, while respecting the opinions and differences of others. At the same time, teachers can organize group discussions, role-playing and other activities for children to practice social skills and improve their ability to express emotions and understand during interactions (Truong, 2017).

– Listen to students

Listening is a necessary skill for teachers in the process of social-emotional education for children. Listen to understand the child's thoughts and understand the child's wishes. Listening is also a factor that makes children feel respected and cared for (Nguyen, 2011).

– Pay attention to individual differences and teach children according to their talents

Each child's level of development and social-emotional characteristics are different. Therefore, teachers should pay attention to individual differences and teach children in accordance with their talents when cultivating children's social-emotional abilities. According to each student's different characteristics and needs, we develop personalized training plans and provide targeted guidance and assistance.

From a community perspective

In the process of social-emotional education for children, increasing communication opportunities plays a very important role. This process helps children improve their communication skills, emotional management skills, language skills as well as their confidence (Truong & Nguyen, 2015). Therefore, the community needs to organize different community activities, classes, etc., encouraging children to participate in those activities and classes to increase opportunities for children to interact.

– *From a family perspective*

SEL education for children at home can be said to be extremely important. Research on SEL in families shows that the family is the important foundation for educating children about SEL. Parents should pay attention to their children's emotional needs, actively communicate with them, and guide them to express their emotions and needs accurately. At the same time, parents should also set an example, demonstrate social skills and the ability to manage emotions, and set a good example for their children.

– Nurturing learning interests and attitudes:

By stimulating children's interest in learning, adjusting their learning attitude, improving their professional understanding, and enhancing their professional emotions, children's emotional and social abilities can be effectively improved. This includes enabling children to have a positive attitude towards learning through innovative teaching methods and enriching course content, thereby improving learning motivation and social skills.

– Education and emotional support:

Emotional support is especially important for children with psychological difficulties. By enhancing emotional education and providing emotional support, their social barriers can be significantly reduced.

– Train the spirit of cooperation and social skills:

Improving children's social skills needs to start from raising children's awareness of cooperation, improving children's social skills through nurturing the spirit of cooperation. This can be achieved by organizing group activities, role-playing, etc., allowing children to learn how to communicate and collaborate effectively with others during interactions.

– Practice the ability to choose viewpoints:

This is one of the important factors in social-emotional education for children.

Training children's ability to choose viewpoints in education means teaching them the ability to distinguish and coordinate other people's viewpoints with their own. This is an important concept in social cognition. Through activities such as role-playing, families help children "see the world from someone else's eyes" or "see problems from another person's perspective", thereby improving their social and emotional abilities. children. Cultivating children's social and emotional abilities requires many aspects, including cultivating learning interests and attitudes, improving cooperation and social skills, "education and emotional support", as well as cultivating the ability to choose a point of view. These measures help children adapt better to their social environment and improve their social skills and ability to manage emotions.

– Cultivate positive emotional experiences and behavioral habits

Nurturing children's positive emotional experiences and behavioral habits is important for their overall development. Educators should use positive emotional attitudes and behavioral habits to influence children. Organize a variety of colorful extracurricular activities and carry out emotional-themed education to give children the opportunity to create positive experiences. A child's poor social skills can affect their emotional health and interpersonal relationships, so they should seek prompt medical treatment and

address it with measures such as building self-confidence, cultivating communication skills, increase social opportunities, guide parents in solving problems, and pay attention to children's emotional needs.

– Parents play the role of guiding children in solving problems and paying attention to children's emotional needs

Problem-solving skills play an important role in the SEL education process for children. When children encounter social problems, parents can guide their children to think about how to solve problems such as resolving conflicts, handling rejection... and through examples and role-playing, children can learn how to handle social problems. Correct handling of social problems. Some studies show that when parents guide their children to promptly and properly handle social problems, their children's social behavior ability also improves and they are more likely to succeed in life. Parents need to clearly understand their children's emotional state and pay attention to their emotional needs. If a child has difficulty social communication, parents should support and encourage the child to overcome difficulties, while respecting the child's personality. Note that each child's situation is different and parents should provide targeted guidance and help based on the child's characteristics and needs. At the same time, parents should also set an example and be a role model for their children to learn.

– Develop children's emotional awareness

Nurturing children's emotional awareness is an important part of emotional education. Children should learn to recognize and understand their own emotional needs, understand their emotional states, and be able to express and regulate their emotions in a timely manner. Teachers can guide children to pay attention to their own emotional needs and improve their ability to perceive emotions through emotional education.

– Strengthen teaching children communication skills

Verbal communication skills are an important part of social skills. Not only does it require children to express themselves accurately, but it also requires them to clearly understand what others are saying. This is important in social-emotional education for children. Families need to find ways to help children express their thoughts and desires accurately. To do this, we need to give children the opportunity to speak. The more opportunities we give children to speak, the better results we will get, and at the same time help children express their thoughts in correct sentences. Accurate, easy to understand, concise. During this process, instructors also need to be patient and avoid blaming children, making them feel guilty and have low self-esteem.

– Help children master certain social rules

Social capacity is the capacity that follows people throughout their lives. Helping children understand and master some social rules is essential for them. This can help children perceive clearly and be more decisive in handling situations that happen to them. For example, children must know how to say thank you when someone helps them, children need to apologize when disturbing or causing trouble for others, children are not allowed to make noise in public places... (Nguyen, 2010). These things may seem tedious at first, but once a habit is formed, it will become easy and become a part of the child's life, it also makes the child more easily accepted in society.

In addition, children need to learn cooperation and sharing skills. In the current era of globalization, cooperation and sharing are considered the key to success. If you want to train children's social skills, it is inevitable that children learn how to get along with others, and learning how to cooperate and share is a necessary ability. Schools should give children many opportunities to cooperate and communicate with other children, while encouraging children to play, create and share with others. Teachers can use the "storytelling" and "modeling" methods to guide children to learn how to share, helping children feel the joy of sharing through sharing behavior in daily life. Teachers should also be careful, not preach, be patient and slowly let children develop a willingness to share in a positive way. If children really cannot solve the problem, teachers can give appropriate guidance and help children learn to think objectively about the problem from another person's perspective, thereby adjusting their words and actions. Conflict between children is not necessarily bad. Through conflict, children can understand the importance of mutual respect and humility, gradually learn to restrain and control themselves, and learn to solve problems amicably.

- Teach children to properly understand and control emotions

Emotion control is the skill of balancing your emotions, whether positive or negative. Always act rationally without being influenced by emotions, especially negative emotions. Control your attitude and behavior in all situations, expressed through language and behavior. Understanding emotions and managing them is difficult even for adults. This is even more difficult for the child. Therefore, teaching children to manage their emotions is something that adults need to be persistent to be able to do. To do this, parents must understand emotional management and parents must also control their own emotions well to set an example for their children.

- Build children's confidence

Confidence is the key to success and mastery of every situation in life. Teaching children skills and creating an environment for them to be confident and bold will help them maximize their abilities. The view that "falling is necessary for children to practice confidence and perseverance" has become all too familiar when it comes to parenting. However, letting children fail many times without encouragement from parents will make them dissatisfied with themselves, thereby always feeling inferior instead of confident. Cultivating confidence and perseverance does not come from experiencing many failures, but from helping children understand that they can get up, start over and achieve success. To achieve this, children need to experience a great sense of success and encouragement from their parents.

We learn from challenges and learn more when we successfully overcome them. This creates motivation for us to continue conquering other difficulties. Children are the same. If they achieve success, children will gain the will to continue striving; On the contrary, continuous failure will lead to feelings of inferiority and wanting to give up everything. Parents who are too protective of their children will make them lack confidence because they cannot learn how to solve personal problems on their own. Helping children develop self-confidence requires parents to learn how to balance protecting their children when necessary and creating space for their children to make their own decisions.

3. Discussion

Cultivating children's social-emotional skills is a long and difficult task. It requires administrators, schools, teachers, parents, communities and children themselves to work together to achieve that goal through many ways such as creating a positive classroom atmosphere, reinforcing emotional education, cultivating empathy, creating practical opportunities, and collaborating with family education.

Research on social emotions shows the important role of social emotional education for children. Some studies suggest that successful children tend to have higher social emotions than others. The social-emotional education measures of each country, each family, each school... are not the same. This depends on the cultural characteristics of each country, family and community.

A number of measures in a number of studies show that parents have a very important role in the social-emotional education process for children. Parents are the people closest to children every day and have the most influence on their children's emotions. Therefore, studies show that, in order to effectively educate children on social emotions, parents themselves must have good social emotions, know how to manage their own emotions and understand child's feelings.

However, the role of the community, school and teachers is not small. Educational programs and social relationships also help children improve their emotional management skills and improve social emotions.

In fact, there are many different social-emotional education measures for children. This depends on each child's personality and the culture of the community where the child lives. Educational measures are not the same.

4. Conclusion

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Research results show that family, community and school all play a very important role in the social-emotional education process for children. At each different position, each person will have different roles and responsibilities to create a child suitable to social needs. In particular, education management agencies need to have macro-level policies to orient the child, schools, teachers, and parents have roles in leading the child in the right emotional direction. The community also has a role in creating a suitable environment for the child.

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