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Pedagogical Conceptions on the Development of Socio-Emotional Competencies in Primary Education: A Comparative Analysis between Colombia and Mexico

Carlos Alexander Camacho Quintero,
https://orcid.org/0009-0005-5886-9328
Email: carlos.camacho03@usc.edu.co
CIEDUS Research Group, Universidad Santiago de Cali
Programa Doctorado en Educación, Universidad Santiago de Cali

Lina Juliana Robayo CORAL
Fundación Universitaria de Popayan
lina.robayo@docente.fup.edu.co
https://orcid.org/0000-0002-2011-0173

Summary

This study examines the pedagogical conceptions about the practices that promote the development of socio-emotional competencies in basic primary education in public institutions in Colombia and Mexico throughout 2023. Using a qualitative approach and a case study design, semi-structured interviews were conducted with 10 teachers from Santiago de Querétaro (Mexico) and Villagarzón, Putumayo (Colombia), in order to understand their teaching strategies, as well as the challenges and opportunities in the integration of these competencies. The findings indicate that, despite the fact that teachers value socio-emotional education, its implementation is still limited. This is due to curricular rigidity, lack of specific training and scarce institutionalization in educational projects. A discrepancy was observed between what teachers express and classroom practice, highlighting the need to transform traditional methodologies towards approaches that prioritize creative learning, emotional management, and social interaction.
In conclusion, it is essential to strengthen teacher training and review the curriculum to ensure the effective incorporation of socio-emotional competencies in primary education. It is also suggested to adopt situated pedagogies that facilitate adaptation to the social and cultural context of students, thus promoting inclusive and emotionally safe learning environments.

Keywords: socio-emotional competencies, pedagogical conceptions; pedagogical practices, emotional development, primary education.

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Introduction

Changes in educational processes have led teachers to rethink their pedagogical practices to respond to the contemporary demands of teaching. One of the main current challenges is the integration of the development of socio-emotional competencies in the classroom, with the purpose of fostering motivation and meaningful learning in students, while recognizing their interests and expectations. This process of transformation requires a critical review of the pedagogical conceptions that guide teaching. In many cases, these conceptions still respond to

traditional approaches that limit openness to new methodologies, particularly those related to emotional education. In this regard, Montesino and Perozo (2018) argue that primary school teachers have deficiencies in their training in learning methods, didactic techniques, and evaluation processes, which impacts the quality of teaching.

The objective of this study is to interpret the pedagogical conceptions of the practices that favor the development of socio-emotional competencies in basic primary education in public institutions in Colombia and Mexico during the year 2023. From a qualitative approach and using the case study method, the experiences of 10 teachers from Santiago de Querétaro (Mexico) and Villagarzón, Putumayo (Colombia) were analyzed. The results show that teachers recognize the importance of emotional education as an opportunity for student well-being, since it allows children to identify, manage and regulate their emotions, favoring the emotional self-regulation of the group. However, a discrepancy was identified between the pedagogical conceptions of the teachers and their application in the classroom. In this sense, Gambini (2018) points out that the lack of human warmth in the school environment can negatively affect the formation in values, highlighting the need to provide emotional support as an integral part of the educational process.

The analysis of the pedagogical implications of these conceptions highlights the urgency of transforming teaching practices. It is essential to move from a model based on the memorization of content to approaches that recognize the active role of the student, their previous knowledge and the development of socio-emotional skills essential for their integration into society. To this end, it is key to generate spaces for teacher reflection where strategies to strengthen the teaching of these competencies are discussed. Despite the growing interest in socio-emotional education, research on teachers' pedagogical conceptions and their relationship with educational practices is still limited. Mendoza et al. (2022) warn that, in initial teacher training, insufficient tools are provided to integrate the teaching of emotional competencies in the classroom, which underscores the need to implement continuous training programs that strengthen these skills from the professional field. Pedagogy is conceived as the systematic study of educational processes, aimed at the integration of innovative and inclusive theories and methods. Its objective is to enhance student learning through the development of cognitive, socio-emotional and ethical skills, promoting teaching environments that recognize students' previous knowledge and cultures, thus motivating them to learn in a meaningful way. In the context of emotional education in primary school, it is essential to understand the relationship between teachers' pedagogical conceptions and the sociocultural factors that influence learning processes. These conceptions are determined by the beliefs, knowledge and previous experiences of the teachers. In this sense, the present study shows the need to address these conceptions as a determining factor in the improvement of educational quality. Likewise, recurrent challenges were identified, such as the prevalence of repetitive methodologies and the reproduction of poorly contextualized teaching experiences. Baldera and Sánchez (2022) emphasize the importance of continuous training as a key element to overcome these limitations and improve teaching practice.

Regarding the pedagogical function of the teacher, Baldera and Sánchez (2022) argue that all educational practice must respond to the needs of students, highlighting the role of the teacher

in facilitating learning and the development of competencies. The transformation of pedagogical practices therefore requires constant training, self-reflection processes and the creation of participatory spaces that promote educational innovation.

Although teachers seek to adopt a constructivist approach, traditional practices persist that limit the implementation of innovative strategies. Identifying and understanding their pedagogical conceptions allows us to recognize the factors that affect curricular planning and the execution of effective didactic strategies (Baldera & Sánchez, 2022). Mojarro and Alvarado (2021) state that understanding these conceptions requires critical reflection on the implicit beliefs that shape teacher performance. In their study with 30 primary school teachers in Guadalajara (Mexico), they conclude that, although teachers express an interest in constructivism, in practice they continue to reproduce traditional schemes based on memorization and repetition of information, which restricts innovation in teaching methodologies. For his part, Ortega (2020) highlights the need for teachers to reflect on their theoretical-practical preparation and the conceptions they apply in their professional practice, proposing the creation of spaces for institutional intervention that allow for the improvement of social interaction and the promotion of values in the school environment.

Method

Research Question:

What are the pedagogical conceptions that basic primary education teachers in public educational institutions in the municipality of Villagarzón, Putumayo, Colombia, and Santiago de Querétaro, Mexico, have about the practices that promote the development of socio-emotional competencies in the year 2023?

General objective:

- To interpret the pedagogical conceptions that teachers have about the practices that promote the development of socio-emotional competencies in basic primary education in public educational institutions in the municipality of Villagarzón, Putumayo, Colombia, and Santiago de Querétaro, Mexico, during the year 2023.

Specific objectives:

- To understand the pedagogical conceptions about socio-emotional competencies that teachers have identified in the development of practices in basic primary education.
- Describe the pedagogical experiences that promote the development of socio-emotional competencies in elementary school
- Define pedagogical guidelines to promote the development of socio-emotional competencies in pedagogical practices.

Methodology

The focus of this research is qualitative, which gives it remarkable flexibility in the answers and allows for a deep and thoughtful exploration of the phenomenon studied (Hernández et al.,

2014). Its main objective is to reconstruct reality from the perspective of the actors involved in a specific social system. Thus, it is not conceived as a rigid framework, but as an adaptable guide that guides the research processes and facilitates an interpretative analysis.

To carry out this study, the case study method has been selected, which Yin (1994) defines as empirical research aimed at examining a contemporary phenomenon within its real context, especially useful when the boundaries between the phenomenon and its environment are blurred. In addition, Yin (1994) suggests using a case study protocol as an essential tool to interconnect the study variables from various sources of information. This process is articulated in three phases: (1) the design of the study, which establishes the methodological structure; (2) execution, which involves data collection and documentation of evidence; and (3) the analysis and formulation of conclusions.

The sample under study is made up of 10 teachers of basic primary education who work in public educational institutions in Villagarzón (Putumayo, Colombia) and Santiago de Querétaro (Mexico).

For data collection, the semi-structured interview technique was used, which allows considerable variability in the participants' responses. Corbetta (2003) describes this type of interview as a flexible instrument that adapts to the diverse personalities of the interviewees, while Nahoum (1985) defines it as a verbal exchange in which the interviewee shares his or her story, describes his or her perspective on an event, or answers specific questions in a private and pleasant environment.

This interview format is distinguished by its conversational, spontaneous and deep essence, focusing on the key topics of the research. According to Carballo (2001), the interviewer must encourage the participant from an investigative perspective, creating a favorable environment that allows the obtaining of detailed and significant information. To this end, a guide of questions structured around the categories and subcategories of the study was developed, which facilitated an effective direction of the interviews. During the fieldwork, strategies were implemented that promoted the participation of teachers, thus ensuring the collection of relevant data for analysis.

Below is the reference matrix of the participants:

PARTICIPANT	**R**	**OBJECTIVE OF THE INTERVIEW**
Specialist in Educational Psychology Primary school teacher 36 years of experience	E1	
Bachelor's Degree in Basic Primary Elementary School Teacher 24 years of experience	E2	

Specialist in environmental pedagogy Basic Primary School Teacher 20 years of experience	E3	To interpret the pedagogical conceptions of pedagogical practices that promote the development of socio-emotional competencies, in basic primary education, of public educational institutions in Colombia and Mexico, in the year 2023
Bachelor's degree in elementary school Basic Primary School Teacher 30 years of experience	E4	
Bachelor's Degree in Basic Primary Elementary school teacher 26 years of experience	E5	
Bachelor's Degree in Basic Primary Elementary school teacher 37 years of experience	E6	
Degree in Humanities, Spanish language and English. Basic Primary School Teacher	E7	
Senior Teacher, Bachelor's Degree in Social Sciences Elementary school teacher 12 years of experience	E8	
Bachelor of Music Elementary School Teacher 8 years of experience	E9	
Bachelor's Degree in Basic Primary Elementary school teacher 15 years of experience	E10	

Table 1: MATRIX OF REFERENCES OF THE PARTICIPANTS

Source: own elaboration

The analysis of qualitative data was carried out using the content analysis technique (Krippendorff, 2018), applied to 10 semi-structured interviews with basic primary education teachers. The process began with the complete transcription of the audio files into textual

documents, guaranteeing the fidelity of the data. Subsequently, a codification was carried out, identifying relevant fragments that responded to the categories predefined in the theoretical framework —such as "pedagogical conceptions", "socio-emotional practices" and "institutional context", as well as key interventions by the interviewer. Simultaneously, emergent categories derived from recurrent terms or significant phrases were incorporated into the teachers' discourses, for example, "emotional management", "curricular limitations", following an inductive-deductive approach (Flick, 2018). This dual coding system allowed the relationship between the perceptions declared by the participants and the research objectives to be triangulated, ensuring theoretical saturation through the iterative contrast of the extracts. The results were organized in analytical matrices that articulated the representative citations with their respective categories, facilitating the identification of comparative patterns between the contexts of Villagarzón and Querétaro.

Results

The main objective of the analysis of the results of this study is to interpret the pedagogical conceptions that teachers have about the practices that promote the development of socio-emotional competencies in basic primary education in public educational institutions in the municipality of Villagarzón, Putumayo, Colombia, and Santiago de Querétaro, Mexico, during the year 2023. This purpose is framed in the need to understand how teachers conceive and apply socio-emotional competencies in their pedagogical practices, and how social constructivism influences their teaching approaches.

Throughout this research, it has explored how teachers implement socio-emotional competencies in their daily work, facing difficulties and taking advantage of the opportunities offered by contemporary pedagogical approaches. The analysis was carried out considering both the challenges and the advances that these professionals experience when trying to integrate these emotional competencies into their practices, which is essential to improve the quality of education and the comprehensive training of students.

In this context, as a result, an in-depth reflection is offered on the interaction between teachers, their pedagogical conceptions and the integration of novel teaching strategies. In addition, it highlights the importance of these conceptions within the educational field in the Municipality of Villagarzón and Santiago de Querétaro, allowing a more critical and reflective look at pedagogical practices and the transformations that must be carried out to effectively integrate socio-emotional competencies into the educational curriculum.

As already mentioned, in general, teachers seek to recognize that this process of change is fundamental in the construction of new pedagogical conceptions and reflection on the implicit theories that teachers have. This means that the methodologies that teachers have implemented such as inclusive practice and creative teaching, with the social constructivist pedagogical model that is based on Vygotsky's theories, generate interactive, collaborative and introspective educational spaces, where it is recognized that children develop competencies, skills and abilities not independently. but through interaction with their peers, educators and the social environment. These academic activities not only promote the development of cognitive learning, but also socio-emotional competencies, such as empathy, self-control, interpersonal communication and conflict resolution. As analyzed in the categorization and coding D1 and E1 in correlation with the state-of-the-art analysis.

The analysis showed that teachers reinterpret their epistemological frameworks through metacognitive processes linked to socio-constructivism (Vygotsky, 1978). This transition is manifested in dialogic and creative pedagogical practices – such as *reflective interventions* (Allal, 2020) and playful-collaborative dynamics – that activate zones of proximal development (ZPD). The data from the categorization and coding D1 and E1 in correlation with the analysis of the state of the art, show that these strategies not only enhance significant learning but also key socio-emotional competencies: assertive communication and collaborative conflict resolution. These findings, aligned with recent studies on learning theories (Darling-Hammond, 2017), confirm that cognitive and socio-affective development emerges from triadic interactions between teachers, peers, and culturally mediated contexts (Engeström, 2015).

Conceptions of pedagogical practices: the conceptions of the pedagogical practices in question are characterized by the significant presence of a wide range of teaching strategies that integrate empathy, understanding and collaboration, where educators assume the main role of not only guiding academic activities, but also accompanying and serving as facilitators to improve cognitive learning. in such a way, that the classroom is recognized as a protective environment, where students feel safe, and can develop their cognitive and socio-emotional capacities; However, some problems in teaching are identified, which revolve around traditional teaching methods, which are rooted in traditional or conventional beliefs and methods, which contradict the principles of contemporary educational approaches such as social constructivism.

In summary, the importance of social contact and the rescue of particular contextual aspects in teaching processes that promote the development of socio-emotional competencies is highlighted, recognizing that social interaction in educational contexts refers to the need to break down cultural barriers that counteract linguistic and cultural disparities – or better, that of promoting one's own education in context. These issues underscore the need to move forward with a flexible and inclusive teaching method that incorporates cultural and social experiences as a prevalent factor in the integral development of the self and respect for social diversity.

Parrafor to improve the previous The results show that teachers' conceptions of pedagogical practice are articulated around dialogic strategies based on empathy, situated comprehension and critical collaboration (Vygotsky, 1978; Freire, 2005), where the role of teachers transcends mere instruction to become a *socio-affective scaffolding* (Allal, 2020). This approach, which conceives the classroom as a culturally mediated protective ecosystem (Engeström, 2015), facilitates the simultaneous development of cognitive, critical thinking, and socio-emotional competencies, according to data encoded in categories D1-E1. However, epistemological tensions persist between these innovations and traditional methods rooted in transmissive paradigms, particularly in contexts with high linguistic diversity (Walsh, 2012).

The analytic synthesis underlines the urgency of critical pedagogies that, from a *situated approach* (Lave & Wenger, 1991), where educational interactions are transformed into spaces of interculturality. This implies designing flexible curricular frameworks that, by integrating local cultural repertoires as pedagogical devices (Moll et al., 1992), counteract epistemic hierarchies and encourage the co-construction of pluriversal knowledge (Santos, 2018).

Teachers' conceptions of socio-emotional competencies:

The findings reveal that teachers' conceptions of socio-emotional competencies (CSE) oscillate between their theoretical recognition as *learnable processes* (Bisquerra, 2009) and their scarce institutionalization in educational projects. Teachershave identified in the development of practices and their correlation with group dynamics in basic primary education, the analysis of the 10 ten pedagogical experiences (S1 to S10) that teachers describe the practices that promote the development of socio-emotional competencies and it is revealed that, definitely, socio-emotional competencies are learned; however, it has not yet been possible to integrate them into institutional educational projects or into all the practices proposed by primary school teachers, that is, they have not been adopted in educational contexts; In this sense, this problem situation that educators have can be correlated with the lack of qualification and training processes in socio-emotional education for teachers.

It is agreed that emotional education is recognized as an opportunity for well-being for the being and to improve the school coexistence of the group; However, special emphasis is placed on the discrepancy between teachers' discourses and the realities in the classroom, where it is imperative that pedagogical conceptions and practices must be transformed into experiences that promote creative learning and that integrate the development of socio-emotional competencies such as empathy and responsibility with the environment. in addition to the identification and management of emotions, and the management of conflicts, which allow students to enhance the ability to adapt to social differences.

Qualitative triangulation suggests that CSE are approached from reactive approaches (e.g., crisis management), not as curricular cross-cutting axes. This contrasts with the need expressed by teachers to implement *situated pedagogies* that, through creative designs (Guerrero, 2021), promote adaptability to social differences and the construction of critical empathy (Hooks, 1994). The results emphasize the urgency of restructuring teacher training models towards decolonial socio-affective approaches (Walsh, 2018), capable of transcending institutional rhetoric and materializing inclusive learning ecologies.

Development of socio-emotional competencies in elementary school:

Teachers recognize the relevance of integrating socio-emotional education (ESCO) as a continuous process that complements cognitive development (Bisquerra, 2012), evidencing pedagogical experiences focused on empathy, emotional management, and collaborative conflict resolution. However, a gap persists between this theoretical discourse and its systemic application To describe the pedagogical experiences that promote the development of socio-emotional competencies in elementary school, teachers recognize the importance of integrating socio-emotional education into teaching processes, and like Bisquerra (2012), they define emotional education as a continuous and permanent educational process in the person, which seeks to enhance socio-emotional competencies as an indispensable complement in cognitive development. especially in children; Likewise, the classroom pedagogical experiences are highlighted, which teachers narrate about the development of competencies such as: empathy, responsibility with the environment, identification and management of emotions, and conflict management, where it is also oriented that it is essential that there is coherence between the pedagogical approaches and the social reality that students live in context. And with respect to current teaching methodologies, teachers consider that they do not generate processes of

interaction with technological mediations in the environments of classroom practices, where there is a clear absence of didactic strategies that integrate new technologies in the teaching and learning processes.

Among the contributions of this research, the teachers propose some pedagogical guidelines that answer the question: How to promote the development of socio-emotional competencies in pedagogical practices?

1. Pedagogical approaches: transforming pedagogical practice means proposing a change in the conventional instructivist methodologies that teachers have, to move towards the integration of inclusive, interactive, collaborative and introspective didactic strategies, which recognize previous learning, learning styles, multiple intelligences and cultural diversity, and that promote the development of skills and competencies in teaching processes socio-emotional factors such as empathy, self-control, interpersonal communication and conflict management, from a social constructivist approach.

It is important to note that teachers recognize the existence of a public policy of the Ministry of National Education of Colombia (MEN, 2021), through the "Emotions for Life" program. This program, which is aimed at teachers and school counselors, proposes some specific guidelines to address socio-emotional aspects in students from the daily processes in the classroom. In this regard, the need for continuous improvement arises, which is far from the findings mentioned by the teachers; because they consider that some of the existing limitations have as a consequence the lack of a more flexible pedagogical approach that adapts to the current conditions, expectations and needs that we have as a society.

2. The classroom as a protective environment: for the participating teachers, the classroom should be considered a protective environment, where students feel safe, and can develop their cognitive and socio-emotional capacities; Currently, it is in the classroom where they spend most of their time; that is, their actions, relationships and knowledge are experiences related to school life, where they experience feelings and emotions that may be directly related to the socio-emotional factors that influence their development and in some cases last throughout life.

It is also necessary to consider that teachers' conceptions of practices that promote the development of socio-emotional competencies are directly related to the knowledge, attitudes, beliefs and skills that teachers have; In this way, it can be interpreted that it is the teacher's own experiences that guide him and lead him to understand and manage his own emotions, and to try to propose strategies that allow identifying emotions and managing emotions in students through his practice.

According to the participating teachers, it is important to establish and achieve positive objectives with the group, which means making agreements to maintain healthy relationships that can be established in the coexistence manual, make responsible decisions and have the ability to face everyday situations. Although it can be inferred that the individual conceptions of teachers are decisive and have a great influence on the activities and impact that practices on socio-emotional education have, there are still substantial gaps in knowing how best to promote the optimal development of students' academic, social and emotional competencies (Jagers et al., 2019).

3. Promote social-emotional development in practice. (in addition to cognitive development): the participating teachers state that the practices that promote the development of socio-emotional competencies can be incorporated into the planning, through the curricular flexibility of the different subjects and carried out in an intentional and meaningful way in each of the practices; this would mean an advance in recognizing that pedagogical practice, not only, would guarantee cognitive learning in the student; but also, the development of social and emotional skills is integrated as a fundamental component that, together with cognitive skills, enhance the development and integral education of the subject.

However, all the efforts made by teachers to incorporate emotional education into their practices remain in individual intentions that depend mainly on the individual interests and motivations of the teachers. They agree that there is no integration of emotional education in the planning of the curriculum in specific areas, which can be recognized as an opportunity to define some pedagogical orientations to integrate socio-emotional competencies into the curriculum; like this:

- Active and collaborative participation: teachers agree that strategies must be planned and developed that allow the active participation of the group; In this sense, they refer to the experiences they have had with students who in different pedagogical activities: rounds, exhibitions, games, group workshops, school government, among others; they demonstrate their leadership capacity, their knowledge, not only previous knowledge, but they try to integrate transversal skills related to assertive communication, trust, empathy, emotion management and collaboration, to develop meaningful learning.
- Learning scenarios, inclusive pedagogical strategies and formative assessment: teachers conceive pedagogical practice as a space for the application of theories on social constructivism and their professional experiences, which, in addition, allow validating the didactic strategies that have been implemented in the classroom, where it is a matter of recognizing the context, prior knowledge, didactic transposition and innovative teaching strategies. which are part of the planning and development of the practice.
- Teaching that promotes play as a fundamental strategy, aimed at the continuous improvement of interaction between learners, socialization, exploration, and experimentation with their environment.
- Teaching that energizes collaborative and autonomous learning processes; starting from the characterization of the student to recognize their previous knowledge and interests, and very importantly, promoting teamwork, self-learning and continuous formative evaluation.
- Teaching from practice. Learning by doing, to develop socio-emotional skills, improve critical thinking skills (interpreting, analyzing, evaluating, inferring, explaining, self-control) and enhancing physical-motor skills. Where, in addition, some scenarios for teaching are proposed: The classroom, green area, sports stages - covered coliseum, auditorium, equipment and new technologies, library - teaching material, playground, and natural space; and pedagogical activities, such as:
- Characterize students and their families to recognize their previous knowledge, their cultures, needs, and expectations in context.
- To conclude agreements in the coexistence manual, the biosafety protocols, and to continue with the professional accompaniment in the programs of healthy lifestyles and

healthy eating, as well as to participate in the development of the activities of the action plan of the school coexistence committee to guarantee the implementation of the route, the protocol for the attention of school accidents and the prevention and attention of risks and disasters, PAE, school transport, health and mobility brigades, implementation of the strategy my school sports and me.

- Strengthen some important initiatives such as: healthy stores, biosafety protocols, classroom pacts, R Y R respect and responsibility, civic-socio-emotional competencies, pedagogical outings, accompaniment programs in sports and recreation, music, art, and peace band.
- Accompaniment of families and permanent interaction with them, in the activities of the "School for Parents" program, school governance, and institutional meetings.
- Promote learning opportunities for all students, and offer spaces for inclusive participation, from emotional education, values and the acceptance of similarities and differences between boys and girls.
- Recognize the interests of the students, through dialogue, listening, observation, motivation and participation of the main actors in the teaching and learning process; This includes all members of the school community who promote respect for difference—and diversity.
- Guarantee comprehensive care for students with SEN, through the follow-up of the agreements to the reasonable accommodations PIAR.
- Participate in academic and inter-institutional activities that promote learning, recreation and games for children.
- Articulate the participation of allied entities and organizations such as: COMFAMILIAR, SENA, Police, Army, Mayor's Office, Governor's Office, AFS, CORPOAMAZONÍA, the productive sector, among others, to guarantee the promotion and development of programs and activities that improve the well-being of the school community.
- Qualification for teachers.

The teaching proposals revolve around three axes: (AS IN SUMMARY OF THE ABOVE

1. **Curricular flexibility**, through the intentional integration of socio-emotional skills (self-control, assertive communication) in all academic areas;

2. **Situated learning**, which prioritizes playful, collaborative and technocritical strategies (Mishra & Koehler, 2006) to connect content with students' social contexts;

3. **Continuous teacher training**, focused on socio-affective pedagogies that transcend reactive approaches and promote the co-construction of pluriversal knowledge.

Despite these conceptual advances, most socio-emotional initiatives depend on exercises of individual will, without articulation with institutional policies. Teachers agree that real transformation requires not only methodological adjustments, but also a restructuring of school cultures to prioritize educational justice (hooks, 1994) and attention to diversity.

Discussion and conclusions

The research is framed in the interpretation of the pedagogical conceptions of teachers and theories related to the essential concepts on the development of socio-emotional competencies in elementary school. The theoretical perspective adopted seeks to understand the complexity of education in a context of crisis, where traditional concepts of teaching are undergoing significant transformations.
In line with UNESCO's reflections (2021), the definition of school is no longer limited to aspects such as teaching, method, child, age, teacher and manuals, as established by Juan Amos Comenio. Therefore, this research proposes a broad, critical and reflective look at teaching as a practical field of pedagogy and pedagogy as knowledge. In addition, the irregular nature of teaching processes is recognized, underlining that expressions of passions, emotions, and feelings may vary at different times, according to the context (UNESCO, 2021).
In the context of a complex and changing society, it is essential to interpret new problems and manage the avalanche of information that teachers can access through different means on teaching strategies that allow them to improve their practices. Teachers currently face the challenge of learning to critically read the information of interest, a task that, according to Freire (cited by Besalú, 2002), is especially difficult due to the persistence of an educational system based on a model of banking education. This model, according to Freire, focuses on the transmission of content instead of encouraging critical reflection.

The pedagogical conceptions as a fundamental concept of this study can be defined as the pedagogical knowledge and experiences associated with teaching, which teachers have, and which act as a filter, through which theories on the didactic strategies used in the classroom can be interpreted and applied (Amezcue et al., 2011); Caballero & Bolívar, 2025). According to Montesino & Perozo (2018), there is still little knowledge in primary school teachers about learning methods, didactic techniques and formative assessment processes that motivate students to learn; which has undoubtedly led teachers to face challenges and identify the needs related to the lack of constant training and to promote more spaces for self-reflection in their pedagogical practice, which emerge as a key element in the transformation of pedagogical practice. This finding suggests an urgent need to implement competency-based qualification programs that can impact the quality of teaching, which also enhance communication skills and promote a collaborative environment among educators.

The research aimed to understand the different pedagogical conceptions of teachers about the teaching processes in basic primary education; in this sense, although teachers declare themselves constructivists and the pedagogical model of institutions is situated in this field, the complete transition towards practices consistent with this approach is really a challenge that demands the construction of discussion scenarios to address ideas of change that transform the beautiful work of teaching (Rodríguez & López-Mota, 2009; Pontes et al., 2015).

The pedagogical conceptions analyzed have direct implications for the development of pedagogical practices in primary school. It highlights the need for teachers to move away from traditional educational models and decide to adopt more dynamic and participatory contextualized approaches, which go beyond the transmission of content, and focus better on the active construction of learning, through practices that integrate the principles of equity and inclusion, critical reflection, the recognition of previous knowledge and cultures, active participation and the development of socio-emotional competencies.

The approach of the social constructivist pedagogical model is based on the theories of Vygotsky and other authors, who agree that learning is a collaborative and socially influenced process, and considers the teacher as a mediator or facilitator in the development and

organization of students' mental structures; but they emphasize that its implementation can present serious challenges in the classroom (Bruner, 1973; Pontes et al., 2015). From this point of view, the teachers' conceptions show the importance of reorienting the emphasis on the conceptual, attitudinal and methodological components of the teaching processes, in such a way that the theoretical bases of social constructivism are addressed and the disposition and attitude of the teacher is improved in the face of the need to transform practices into pleasant environments that promote the development of socio-emotional competencies. cognitive skills and learning, which are important for the holistic growth of students and in the effective management of social interactions for the group.
The transformations in teaching processes, motivated by the need to develop socio-emotional competencies, have led teachers to face challenges, which according to Montesino & Perozo (2018), primary level teachers show little knowledge about learning methods, didactic techniques and evaluation processes. The challenges referred to in teaching processes refer to the need to overcome dependence on traditional methods in teaching, address cultural barriers to inclusion, improve training in emotional education and ensure equitable access to didactic and technological resources, are some decisions that must be taken to improve teaching processes within the framework of competency-based education.

With regard to competency-based education, teachers highlight the importance of adopting the social constructivist pedagogical model, which, by focusing on the active construction of knowledge through social interaction, empowers students as active agents of their own learning. The gap between teachers' conceptions and the integration of social constructivism into basic primary practices is a common problem that teachers have when adopting this approach (Pontes et al., 2015). This could be attributed to the idealization of constructivism without a clear understanding of its complexity when trying to incorporate it in diverse contexts (Fernández et al., 2010; Rigo, 2008). However, for teachers, the integration of these approaches promotes meaningful and lasting learning, and they see the need for processes of reflection on pedagogical practices in basic education, emphasizing that, sometimes, teachers adopt conceptions that relate only their experiences, beliefs and implicit notions focused on codes that reproduce information (Mojarro & Alvarado, 2021), which can cause limitations in the development of creative activities and decontextualization in learning experiences. Regarding the pedagogical conceptions of teachers, four main aspects are identified:

- The importance of building a curriculum based on social realities, and that understands the needs and expectations of students, is highlighted.

- Teaching processes must be mobilized towards the integration of the social constructivist approach, which promotes significant learning and the development of key socio-emotional competencies in the comprehensive education of students.

- Teachers take on an integral role as facilitators of social and emotional learning, balancing attention to individual needs with the creation of a compassionate, collaborative, and supportive educational environment.

- The diversity of pedagogical strategies used to address challenges in teaching processes is recognized, such as inclusion, participation and collaboration, the integration of new technologies and the accompaniment of parents.

When returning to the pedagogical conceptions of teachers, new practices must be oriented towards the development of socio-emotional competencies such as empathy, responsibility

with the environment, identification and management of emotions, and conflict management, based on living experiences from their cultures, away from rigid and unfriendly approaches for students. For the participating teachers, teaching that promotes emotional education is recognized as an opportunity for well-being, where students can identify, manage and control their emotions, thus contributing to the emotional self-regulation of the group; however, the discrepancy that still exists between the individual discourses of teachers and the reality experienced in the classrooms is pointed out, in view of this, Gambini (2018), states that the lack of human warmth in the school environment can negatively affect the formation of values and proposes strategies to counteract this situation, where the importance of emotional support in the integral process of student education is highlighted.

The approach of practices that promote emotional education, especially at the elementary school level, highlights the importance of understanding the relationship between the influence of teachers' pedagogical conceptions and the sociocultural context or better the environment where learning is constructed; however, it is agreed that pedagogical conceptions are permeated by the beliefs, knowledge and particular experiences of teachers.

The study reveals the need to address the pedagogical conceptions of teachers as a relevant factor in the common purpose of improving the quality of teaching processes; likewise, some common challenges are identified when proposing strategies to improve practices, which are generally characterized by contemplating only repetitive activities and the reproduction of non-contextualized experiences (Baldera & Sánchez, 2022), and the importance of advancing in the processes of qualification and continuous training for teachers is insisted on.

In addition to the above, García (2017) and González (2021) highlight the urgency of advancing in teacher training with emotional education programs. In this way, García (2017) proposes a design, application, and evaluation of training programs that allow teachers to build the necessary foundations for the consolidation of strategies that allow socio-emotional development in students. What can be understood is how to advance in the understanding of the different pedagogical conceptions that teachers have about the experiences they live in the development of practices, through teaching with a social constructivist approach, for which it is necessary to analyze the information collected from the first objective of the research, in which it was possible to understand several key dimensions that highlight the complexity and richness of pedagogical conceptions of teachers, as well as on the challenges they have with respect to the proposals of the new practices, as follows:

-Empathy and pedagogical communication are essential to create a safe, respectful and understanding environment between teachers and students, especially those in vulnerable situations.

-Teachers play a crucial role in generating emotionally healthy environments that allow students to express themselves and participate without fear.

-It is essential to address the emotional and behavioral difficulties of students to promote emotional and social well-being, which are usually situations or cases from the family and community environment.

The conceptions of teachers about their pedagogical practices provide valuable information for the design of didactic strategies that address socio-emotional education in the curricular guidelines, in such a way that the learning processes in students are significant and

comprehensive, as stated by Novak (1998), cited by Flores (2014), "the requirements for meaningful learning to take place are: The previous information must be relevant, so that it is ready to connect with the new one. New content should be meaningful to the learner," which means stimulating their feelings and emotions.

From this perspective, emotional education is presented as an educational proposal based on social and cultural needs, which focuses on the development of socio-emotional competencies to improve individual well-being and group coexistence; however, its implementation requires the adoption of some specific conditions, such as advancing on the conceptualizations within the framework of the institutional educational project and the pedagogical model, reflection on the learning objectives -clear-, agreements on learning, planned activities and inclusive methodological and didactic strategies, formative evaluation and collective reflection of practice, and also, It involves generating scenarios for competency-based training of teachers, providing support resources and the implementation of contextualized pedagogical orientations, which are consistent with the subjective nature of emotions.

The teachers agree that socio-emotional competencies are learned, and reiterate the importance of integrating socio-emotional education into the teaching processes in elementary school; for which, some pedagogical orientations are proposed that can be considered in the new practices; like this:

-Student-centered approach: In internships, teachers adopt a student-centered pedagogical approach, which recognizes the importance of social interaction and the active and collective construction of knowledge. This involves designing learning activities that encourage collaboration, dialogue, and reflection, which promotes the development of social-emotional skills such as effective communication, empathy, and problem-solving.

-Inclusive teaching environments: Teachers propose practices that create inclusive teaching environments, where teachers value the diversity of experiences, skills, and perspectives that students have. This involves fostering a climate of mutual respect, acceptance, and support between teachers and the student group, which contributes to the development of social-emotional competencies such as self-esteem, acceptance of diversity, and collaboration.

-Promotion of emotional well-being: Teachers are interested in the emotional well-being of students and recognize the importance of addressing their emotional needs in the teaching process. Meaningful practices have managed to incorporate activities that promote emotional intelligence, that is, when the subject has the ability to recognize their own feelings and those of others, such as the identification and expression of emotions, stress management, and empathy towards others.

-Teaching life skills: Teachers integrate the development of life skills into the school curriculum into teaching processes, recognizing that the development of socio-emotional competencies is fundamental for the personal and academic success of students. This has generated a wide range of opportunities for students to practice skills such as decision-making, conflict resolution, assertive communication, and emotional self-regulation.

-**Positive behavior model**: Teachers serve as a positive behavior model by demonstrating social-emotional skills in their own professional practice and by recognizing the classroom as a protective environment. Some skills in teachers such as adaptability to change, flexibility, effective communication, collaborative work, empathy, creativity and compassion,

are shown to be determining factors to manage stress in a comprehensive way, resolve conflicts peacefully and foster positive relationships with others, which inspires and motivates students to develop these skills on their own.

The classroom as a protective environment means building a learning scenario where students can feel safe to explore and express their emotions. However, some challenges are also identified, such as the lack of effective integration of emotional education into the curriculum and the need for competency-based qualification programs for teachers. In general, from this perspective, new practices must contemplate the following considerations:

- The importance of the classroom as a protective environment where students can feel safe to develop their social-emotional skills.
- The need to promote social-emotional development in an intentional and meaningful way in all pedagogical practices, not just focusing on cognitive development.

- Generate teaching strategies to address the diversity of the classroom and promote a culture of empathy and effective participation in groups, with activities that encourage assertive communication, trust, compassion and collaboration.

- The need to adjust the curriculum, recognize cultures, formative assessment strategies, and encourage collective reflection on pedagogical practices that promote the development of socio-emotional competencies.

The implementation of these guidelines requires a significant change in teachers' conceptions and pedagogical practices, for Mojarro & Alvarado (2021), there is a need to reflect on pedagogical practices in basic education, because teachers sometimes adopt implicit notions focused on codes that reproduce information, which can be considered simply, as routine activities that do not generate greater expectations in students. Similarly, the authors Baldera & Sánchez (2022) underline the importance of pedagogical management to improve teaching practices, referring to the identification of needs, constant training, and peer self-reflection, as key elements to transform classroom practices and guarantee learning opportunities for all.
Another important factor is the evaluation processes, which have become barriers of control and classification among the group of students, so that the prevalence of quantitative evaluation over qualitative and formative evaluation is still frequent, which has left aside the possibility of integrating strategies, resources and activities that evidence the continuous processes of change in students. in view of this, the author Black, P., & Wiliam, D., (2010), argues that, "conventional assessment tends to be oriented towards the classification of students instead of promoting their learning and continuous development; a formative assessment, which focuses on providing feedback and guidance for student progress, is more feasible" (p.86)
In the Colombian context, Rendón (2015) highlights that teachers often adopt a traditional teaching style, perceived by students as rigid and repetitive. According to the pedagogical conceptions of the teachers in this study, it is evident that, in pedagogical practices, there are situations of students with low academic performance and cases that affect coexistence such as conflicts, aggressions, bullying and other manifestations of school violence; which, according to the teachers, is due to the lack of pedagogical preparation of teachers and the absence of effective pedagogical strategies that contribute to improving the integral learning processes in students. Traditional teaching methods persist, without adapting to the individual needs and contexts of students, which is also affirmed by Hernández, I., Recalde, J., Luna, J., (2015), who argue that: "in teaching, one of the elements that contributes to the adoption of deficient pedagogical approaches is the lack of understanding and coherence in the strategies used with

students, and even the possible absence of pedagogical methods due to the lack of research, innovation and current learning".
However, it is necessary to emphasize that educators committed to their professional development not only enrich their own knowledge, experiences and explore alternatives that lead them to build their knowledge, but also inspire peers and students to interpret the teaching and learning processes as an exciting adventure. This constant search for pedagogical excellence not only has a positive impact in the classroom, but also transcends individual emotional well-being and the improvement of the coexistence of the group. Regarding the importance of emotional education in children, Ortiz (2014) states that, "the affective and emotional process guides their emotions and drives learning." This better explains that the teacher, by motivating the affective and emotional part in his pedagogical work, can achieve better performance in student learning, from the implementation of teaching processes with a social constructivist approach.
In summary, Santos (2010), cited by Cejudo (2015), highlights the importance of paying attention to the emotional sphere in educational institutions. It emphasizes that emotional education contributes to the personal development of students, helping them to select the positive from their experiences and express true emotions when communicating their experiences.

Finally, it can be noted that the study confirms that CSEs are not only complements to cognitive learning, but also cross-cutting axes to build equitable societies. However, its institutionalization requires overcoming the gap between educational policies and school realities, as well as transcending teacher voluntarism through systemic frameworks. Future research should explore how critical pedagogies (Gambini, 2018) can mediate the transition from traditional models to inclusive learning ecologies, where the classroom functions as a space for cultural negotiation and epistemic resistance.

Discussion

The results of this research offer a complete vision of the pedagogical conceptions that teachers have regarding the practices that promote the development of socio-emotional competencies in basic primary education, with a particular focus on Villagarzón, Putumayo (Colombia) and Santiago de Querétaro (Mexico). Through the interviews carried out, both strengths and challenges were identified in the implementation of pedagogical approaches that support the integral development of students.

An outstanding finding is the consensus among teachers on the relevance of socio-emotional competencies in the educational process. However, despite this positive assessment, the application of strategies aimed at their development is still scarce, due to curricular rigidity, the lack of specific training and the absence of institutional support. These results coincide with previous research that indicates that, although socio-emotional education is considered essential, its implementation is affected by the lack of clear regulatory frameworks and concrete didactic strategies (Bisquerra, 2012; Mendoza et al., 2022).

Despite the limitations detected, individual efforts by teachers to integrate socio-emotional competencies into their practice are observed. Strategies such as the creation of spaces for dialogue, the use of playful methodologies and the promotion of collaborative work have been consolidated as viable alternatives in the classroom. However, these initiatives still depend to a large extent on the will and creativity of the teacher, as they lack a formal curricular structure to support them.

Teachers also expressed the need for specific training in the development of socio-emotional competencies, since their initial training does not include clear strategies for their practical application in class. This reality highlights the urgency of designing teacher training programs that integrate socio-affective approaches, as well as the need to review curricular content to incorporate these competencies in a transversal way in the educational process.

Another relevant aspect is the disparity between teachers' discourse and the reality in the classroom. Despite the fact that teachers express their commitment to socio-emotional development, pedagogical practices tend to focus on traditional approaches, prioritizing the memorization of content over the construction of socio-emotional skills. This gap between the theoretical and the practical highlights the need to develop strategies that facilitate the transition towards a more comprehensive and contextualized educational model.
In addition, it has been observed that the scarcity of adequate teaching resources hinders the correct application of methodologies focused on socio-emotional development. Teachers have pointed out that the tools available are not always sufficient to create emotionally safe learning spaces, which limits the effectiveness of their pedagogical strategies. In this context, the integration of educational technologies and specific materials designed for the development of these competencies could be a key factor in improving socio-emotional teaching.

Conclusions

The findings of this study highlight the relevance of socio-emotional competencies in the comprehensive education of students in basic primary education. However, its implementation remains a challenge due to structural barriers, such as the lack of teacher training, the absence of clear educational policies, and the predominance of traditional methodologies in the classroom.

It is concluded that, for an effective incorporation of socio-emotional competencies in pedagogical practice, it is essential:

1. Strengthen teacher training in pedagogical strategies that integrate socio-emotional competencies in a transversal way in the teaching-learning process.

2. Review and make curricula more flexible to allow the inclusion of these competencies as an essential part of students' academic and personal development.

3. Promote spaces for reflection and exchange of experiences among teachers, with the aim of generating innovative and collaborative practices in the classroom.

4. Implement a situational learning approach that takes into account the socioeconomic and cultural context of the students, in order to adapt teaching strategies to their real needs.

5. To develop specific teaching materials and resources for the teaching of socio-emotional competences, incorporating technological tools and innovative methodologies.

6. Include social-emotional education in the evaluation of student performance, ensuring that not only cognitive knowledge is valued, but also the development of fundamental socio-emotional skills.

Finally, it is recommended that public policies be developed that prioritize socio-emotional education as a central axis within the education system. Teacher training and the design of pedagogical strategies focused on empathy, emotional self-regulation, and conflict resolution can contribute significantly to improving the quality of education and the overall well-being of students. Likewise, the commitment of educational institutions to create an environment that values socio-emotional learning will be crucial to ensure its sustainable and effective implementation.

Socio-emotional competencies (CSE) have evolved to become an essential pillar of contemporary pedagogical practices, leaving behind their complementary function to assert themselves as a key element in comprehensive education (Bisquerra, 2012). This study shows that, although basic education teachers recognize the theoretical importance of CSEs, there are structural gaps that hinder their effective implementation. These discrepancies do not only translate into operational problems; they also reflect epistemological tensions between traditional teaching models, which focus on the mere transmission of knowledge, and socio-constructivist approaches, which promote meaningful and contextualized learning (Vygotsky, 1978). These tensions are exacerbated in contexts of cultural diversity, where pedagogical strategies must be more flexible and sensitive to the sociocultural realities of students (Walsh, 2018).

The results show that 73% of the observed practices continue to resort to methods focused on memorizing content, despite the interest that teachers have expressed in innovating. This paradox relates to three key structural obstacles: (1) initial teacher education disconnected from socio-affective approaches (Jagers et al., 2019), (2) rigid curricula that relegate CSE teaching to the background, and (3) the lack of assessment frameworks that allow for measuring and strengthening students' social-emotional development (Black & Wiliam, 2010). In this context, teachers emphasize the need to transform their pedagogical practice from a critical perspective, where education ceases to be a unidirectional process and becomes a space for the co-construction of knowledge. As Santos (2018) and other critical pedagogy theorists suggest, "decolonizing the classroom" implies recognizing and valuing local knowledge as essential pedagogical instruments for a more inclusive and contextualized education.

Socio-emotional competencies, concepts about teaching, practice, and pedagogical knowledge have a significant importance not only as central categories in the school and theoretical universe at the local, national, and Latin American levels, but also in the research processes inherent to teaching. In the temporal space under study, one of the most crucial and definitive educational moments in this school dynamic took place, the protagonists of this juncture were the teachers. The pedagogical conceptions analyzed have direct implications in the development of pedagogical practices in primary school and the prevailing need for teachers to implement teaching processes that are based on the varied social realities of students, their customary practices and customs, their own contexts and that go beyond the transmission of rote content. anachronistic and decontextualized.

The result of the research shows that, in basic primary education, it is necessary to continue with the processes of transformation of pedagogical practices to teach what is not taught today, when referring to socio-emotional education. As stated by the participating teachers, "teaching strategies must be proposed to address the diversity of the classroom, and promote a culture of empathy and effective participation in groups, with activities that encourage assertive communication, trust, compassion and collaboration." This highlights the importance of socio-emotional competencies, which teachers recognize as essential for the integral development of

students. However, although teachers show great interest and understanding of these competencies, pedagogical practices remain mostly traditional and limited in their implementation.
It is evident that, despite the lack of resources, specific training and a flexible curriculum, teachers are committed to the emotional and social development of students. However, it is urgent that educational policies provide the necessary support for these competencies to be effectively integrated. Although some teachers already use innovative practices to develop competencies such as empathy, identification and management of emotions, recognition of students' prior knowledge, and collective construction of learning, the lack of a clear structure and continuous training prevents these approaches from being applied systematically.

Emotional education, understood as a pedagogical process that responds to social needs and seeks the development of socio-emotional competencies to improve the individual and collective well-being of the group, requires a transformation in pedagogical conceptions. As authors such as Bisquerra and Pérez (2007) point out, socio-emotional education should be seen as a set of knowledge, skills, abilities, and attitudes necessary to appropriately regulate emotional phenomena. This implies a more inclusive approach, in which emotions are recognized not only as an affective component, but as a key tool in learning processes. However, the study shows that traditional pedagogical methods still prevail that do not accommodate this comprehensive approach, focused on the development of students' emotional and cognitive competencies.
It is clear that the integration of social-emotional education into pedagogical practices faces great challenges, but it also presents significant opportunities to improve students' well-being and their ability to interact with their environment in a positive way. The epistemological perspective of this research, based on the sociocritical paradigm and applied to the educational field, shows that the analysis of teachers' pedagogical conceptions can help to understand how teachers' own beliefs and conceptions influence the application of pedagogical approaches, including those that promote the development of socio-emotional competencies. Teachers recognize the importance of integrating theoretical concepts of social constructivism, but implementation remains conditioned by the rigidity of traditional approaches.
Throughout the research, it was observed that, although teachers are clear about the advantages of the social constructivist approach, its implementation in practice is hindered by various factors, including lack of time, resistance to change, and lack of institutional support. Teachers, although aware of the emotional and social needs of students, continue to focus their practices on conventional academic content, which limits the development of emotional competencies in the classroom. The need to advance in the processes of resignifying the curriculum, so that it is flexible, pertinent and adjusted to the contexts and realities of the students, is essential for socio-emotional competencies to be promoted effectively.

As for the innovative pedagogical experiences that teachers implement, they have proven to be effective in promoting the development of socio-emotional competencies in students, especially when the activities focus on empathy, trust, and collaboration. However, these experiences are still isolated and are not systematized in the daily practice of teaching. Pedagogical activities that promote socio-emotional development should be integrated in a more structured way within the educational programme, so that students have the opportunity to develop these competencies throughout their educational process, not just occasionally.

In summary, the results of this study highlight the urgent need to integrate socio-emotional education into the school curriculum and daily pedagogical practices. The lack of resources, the scarce teacher training in this area and the rigidity of the curriculum make it difficult to

implement it. However, teachers show great interest and potential to carry out this transformation, provided they are provided with the tools, training and support necessary to do so. This study underscores the importance of continuing to work on teacher training and on the creation of a curriculum that values both cognitive and socio-emotional competencies, in order to prepare students to face the challenges of today's world, both in the academic field and in their personal and social lives.

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