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The Transformative Action of Cooperative Work for Socio-Emotional Learning in Basic Education

ABSTRACT

The purpose of this research is to understand the transformative action of cooperative work for Socio-emotional Learning in Basic Education in 6th grade students, of the E.P.B "Eloy Guillermo González", Cojedes. The Methodological Approach was framed in the Sociocritical Paradigm, Research-Action method. From the epistemic point of view, it was approached under Vigotsky's cultural historical approach (1978), since he conceives the student as a social being, hence cooperative work creates the necessary conditions for the student to interact and socialize with others. To contrast, Bar-On's (1997) socio-emotional intelligence model was addressed, which conceives emotional intelligence from the diversity of emotional, personal and social competencies and skills. As a result of the analysis, it is evident that from the complex situations that we face every day, related to conflicting events, which require the citizen to have a wide range of tools related to the management of emotions. Finally, these actions led to important results in the teaching-learning process, increasing teamwork, creativity, communication between 6th grade students, of the E.P.B "Eloy Guillermo González", Cojedes, the construction of interdisciplinary tasks. to broaden the vision of teaching. These results were: the increase in the participation and quality of the activities of the boys and girls, a development of group activities promoting leadership, creativity and conflict resolution, increasing the academic results of the boys and girls, as well as as a more effective and efficient integration between them to carry out their work.

Descriptors: Cooperative Work, Socioemotional Education, Transformative Action.

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