

## SOFT SKILLS AND THEIR IMPACT ON IMPROVING SCHOOL COEXISTENCE

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### ABSTRACT

Social theory, based on Bandura (1977), assumes that knowledge and skills are acquired through observation and interaction with others. In this context, soft skills are considered fundamental as a useful tool in the teaching-learning process, contributing to the emotional state of the student. Based on the general purpose of this article, which is to identify the impact of soft skills on improving school coexistence, the post-positivist paradigm was assumed as a method for this documentary research, following the hermeneutic phenomenological method with a qualitative approach, based on the Curriculum, Training and Pedagogical Innovation research line of the Rómulo Gallegos National Experimental University. To collect information, we proceeded to investigate and interpret information collection techniques, which consisted of going through scientific studies from the thinking of experts in the area in educational training, whose arguments respond to the investigative purpose, constituting the basis of this systematic review of documentary research. Concluding that emotional, spiritually sensitized, and value-based social interactions allow for positive coexistence because they facilitate cooperation in teamwork, successful conflict resolution, and the consolidation of friendships, constituting the framework for achieving the construction and development of the four fundamental pillars of education: learning to know, learning to be, learning to live together, and learning to do.

**Descriptors:** Social theory, Soft skills, Coexistence, Documentary research, Educational pillars.

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