

Role Play as a Methodological Strategy to Develop Socio - emotional Skills in University Students

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Abstract

Emotions and education are closely related, since adequate emotional management is required to face academic challenges favorably. Socio-emotional skills are personal resources for effectively managing personal and social change and coping with difficult emotions. The objective was to determine the influence of role-playing as a methodological strategy in the development of socio-emotional skills in university students. The study had a quantitative approach, applied type, with an experimental, quasi-experimental design. The sample consisted of 252 students from the Faculty of Health of a fifth-cycle private university. Information collection was carried out through the revised version of the social skills scale composed of six dimensions. The results showed that the role-playing program develops socioemotional skills due to U-Mann-Whitney =.000 and $z = -13.725$. It is concluded that the role-play strategy helps to address a tension-free environment, enhancing the personal and interpersonal skills of university students.

Keywords: Role Play, Socio-emotional Skills, Methodological Strategy, Emotions.

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INTRODUCTION

Emotions are the guardians of learning and those responsible for memory because, if an emotion is related to a social or learning context, a stronger memory is created that is unlikely to be forgotten; Thus, emotions are also called the glue of memories, so to speak. At a neurophysiological level, emotions activate the hippocampus, which is related to memory and learning, better anchoring the knowledge obtained. In addition, memories of an emotional type are produced with the intercession of the cerebral amygdala, in charge of processing and storing emotional reactions, providing their subsequent evocation; there is a crossover between emotion and memory that generates memories strongly held in long-term memory, with greater chances of being recovered and therefore consolidated [1].

Methodological strategies are procedures that help ensure success in the teaching-learning interaction; likewise, these tools strengthen the knowledge of the student who is increasing their skills and improving their interpersonal relationships; therefore, the teacher becomes the guide of knowledge, from this he plans using various resources to strengthen the skills of the students and thus achieve academic success [2]. Role play is an effective methodological strategy to enhance interpersonal

relationships; it can be done in pairs or in small groups; cooperation is enhanced by working together in shared activities and the promotion of oral skills. Practical exercises are carried out in a relaxed way, in a climate of trust, motivation and self-esteem of the students [3].

The development of HSE is evidenced at all times as it encompasses a permanent process in the life of every individual that facilitates their development, development and prospects for their personal and social well-being; that is, strengthening these skills in students would be preparing them to perform efficiently in the present and in the future so that they can achieve successful academic learning and be able to function optimally in society [4].

The research aimed to determine the influence of role-playing in the development of socio-emotional skills, finding a gap in knowledge regarding university students, since there are few studies at a higher level; therefore, the need to make a methodological proposal since emotions are essential for health in people's lives [5]. In these post-pandemic times, university students are stressed, irritated and discouraged because they have made a great effort to adapt to virtual platforms. For this reason, it is essential that universities, particularly faculty, care about their students.

Role Play Methodological Strategies

Methodological strategies should be considered from the constructivist approach that defines them as an active methodology where the main actor is the student, this approach can be conceived from a succession of activities between the knowledge of the teacher and the student [6]; who enter an active dialogue so that, during their process, they can lead a revealing situation that allows them to land a new knowledge, this implies that the teacher becomes a facilitator of this process, supporting students at all times to build learning ; Within this approach, he considers Piaget's cognitive theory, Ausubel's meaningful learning, and Vygotsky 's social learning.

Methodological strategies are a group of actions carried out by teachers to publicize the contents of the course, adapting to relevant teaching considering the various levels of achievement both individually and in groups [7]. Resources used by the teacher for didactic structuring in planning are also considered after having a diagnosis that will allow their students, during the development of the session, better results to encourage educational quality and, therefore, progressive development. of society [8].

As for the role play, it is considered as that strategy that helps students to assume and represent certain roles under a scenario of existing events typical of the educational or work environment, in this sense, it is a way of transferring reality to the classroom. [9]. In the role play, students must conform to certain rules, have a certain independence to proceed and, therefore, decide according to the interpretation of the beliefs, behaviors and values of the character they imitate. Compared to other types of representations and dramatizations, in role plays, the rules are specified; but there is no imposed dialogue.

On the other hand, using the role-playing technique turns out to be a didactic methodology and, at the same time, highly productive. Students have fun and develop new thoughts, see life from different points of view and even improve their aptitude and behavior in the development of activities of daily living [10].

In a role play, students can imagine a role to perform an action. The role-play strategy is important because it encourages students to be more explorers and understand the attitudes they take as well as other people through representative actions of a character. Helps individual development from the feedback provided. It allows to increase interpersonal relationships and communication skills, enhancing the learning of new words, recognition of objects and development with their social environment [11].

Socio-emotional Skills

They are abilities that are developed individually, manifested in concrete actions such as reasoning, feeling and behaving. These are assumed through a learning process in different areas of life, such as inside and outside the educational context [12]. Therefore, HSE are visualized in the behavior of the person and are responsible for promoting motivation,

thinking and attitudes [13].

On the other hand, socioemotional competencies are those capacities of the individual that allow him to strengthen his cognitive, mental processes and affective areas such as awareness, emotional management and prospective towards the social context. In other words, these skills make it easier for the subject to get to know himself better as a person, control his emotions, set goals and progress towards them, promote friendship ties with individuals, make assertive decisions and have good personal satisfaction [14]. These are the capacities that facilitate and help an individual to understand and manage their emotions, to plan and achieve their goals for their own benefit, establishing fruitful and supportive relationships, taking into account empathy and responsible decision-making. These skills are deliberately learned and acquired through the use of individual and group strategies [15].

Proposal for the Development of Socio-emotional Skills in the Classroom

The socio-emotional skills program proposes to work on six skills in the university student, skills that must be developed throughout their personal and professional life:

1. Emotional self-awareness: ability to recognize one's own personal characteristics related to a pattern of responses to life situations in the face of positive situations and negative emotions, as well as the ability to identify one's values, strengths, weaknesses, impulses and potentialities in managing emotions. emotions to achieve personal goals.
2. Self-management of emotions: are those skills in managing emotions and impulses in personal life situations with the aim of controlling the expression of emotions to establish healthy social relationships and maintain balance in pursuit of achieving personal goals.
3. Perseverance: skills to maintain motivation in an attempt to achieve personal life goals with a culture of optimism, initiative, self-efficacy, self-esteem and tolerance of frustration in life situations.
4. Social awareness: skills related to the ability to perceive social situations, as well as the feelings and emotions of people with the aim of corresponding efficiently in relationships with peers.
5. Relational skills: skills to develop and maintain healthy and rewarding social relationships with the efficient use of communication, assertiveness, leadership, cooperation, conflict management and the absence of social anxiety.
6. Responsible decision-making: ability to make decisions based on ethical standards in an attempt to build good social relationships by promoting safe behaviors, monitoring the risks and negative consequences of attitudes.

METHODOLOGY

The study was developed under a quantitative approach; the type of study was applied that seeks the solution of the problem by proposing strategies; experimental design through the manipulation of variable, quasi-experimental having a control group and an experimental group, the method used was the hypothetical-deductive. The sample consisted of 252 students from the health career of the fifth cycle of a private university during the year 2021. To measure the socio-emotional skills variable, the Socio-emotional Skills Scale for university students was used [16], which was composed of 35 items to assess the following factors: self-management of emotions, social awareness, responsible decision-making, perseverance, emotional, self-awareness, and relationship skills, assessed using a scale of 1 (strongly disagree); 2 (partially disagree); 3 (neither agree nor disagree); 4 (partially agree) and 5 (totally agree).

RESULTS

Table 1: Levels of socioemotional skills of the pretest and posttest

		Socio-emotional skills				Total
		Bass	Average	Tall		
Control group	Pre	fi	119	7	0	126
		%fi	94.4	5.6	0	100
	post	fi	126	0	0	126
		%fi	100	0	0	100
Experimental group	Pre	Be	107	19	0	126
		% be	84.9	15.1	0	100
	Post	Be	16	90	20	126
		% be	12.7	71.4	15.9	100

In table 1, it was observed that the pretest of the control group and the pretest of the experimental group presented similar results. In the pretest of the experimental group, it was found that 84.9% presented low level; 15.1%, average and, in post-test of the experimental group, it was observed that 12.7% presented low level; 71.4%, average level and 15.9%, high level of socio-emotional skills.

Table 2: Significance of before and after applying the role play program to develop socio-emotional skills

ranks				
	Cluster	N	average range	sum of ranks
PRE socio-emotional skills	Control	126	123.14	15515.50
	Experimental	126	129.86	16362.50
	Total	252		
POS socio-emotional skills	Control	126	63.50	8001.00
	Experimental	126	189.50	23877.00
	Total	252		

Test statistics ¹⁰

	PRE socio-emotional skills	POS socio-emotional skills
Mann-Whitney U	7514,500	,000
W for Wilcoxon	15515,500	8001,000
Z	-.732	-13,725
Asymptotic sig.(bilateral)	.464	,000
a. Grouping Variable: Group		

In table 2, the role-playing program develops socioemotional skills of the experimental group, obtaining a U-Mann-Whitney =.000 and z= -13.725. Likewise, $\rho = 0.00$ ($\rho < 0.05$) so the null hypothesis is rejected.

DISCUSSION

According to the results obtained, it is observed that the role-playing program has a significant influence on the development of socio-emotional skills necessary for the student's emotional self-regulation, strengthening learning with the emotional stability necessary to achieve their academic goals. It was shown that positive emotional states activate the so-called dopaminergic nuclei, releasing dopamine and, in turn, stimulating the basal ganglia and the production of neuropeptides that strengthen the synapse, leading to favor learning [17].

Emotions are necessary for emotional stability, regulation of emotions to meet the goals or academic purposes that university students have, emotions play an important role for emotional stability that helps the professional and personal performance of every human being, the university student needs emotional learning to be able to face the challenges of life [18].

The program was linked to the dimensions of socio-emotional skills: self-management of emotions; social conscience; responsible decision making; perseverance; emotional, self-awareness, and relationship skills. Almost 20% see the work with emotions in the classroom as little or somewhat relevant and a similar percentage believes that adding an emotional learning block at this stage is not essential or it is, but little [19]. In addition, half of the teachers surveyed received little or no training on the subject, and only about 20% of teachers have good training in developing social-emotional skills.

In Murcia-Spain, an investigation was carried out whose objective was to determine the effectiveness of the socio-emotional skills workshop in strengthening empathy in university students. The study was approached from a quantitative approach, in which the quasi-experimental design was used. A sample consisting of 103 university students was considered. A test was applied to assess cognitive and affective empathy, consisting of 33 items. The results showed that empathy was improved after the intervention of the program. It was concluded that the application of the workshop significantly influenced the development of empathy [20].

Socio -affective education must be part of a quality education, where the student learns to manage their

personal resources for proper development in the environment where they operate. It is necessary to promote the generation of learning environments that contribute to the deployment of students' socio-emotional skills. The academic context constitutes, therefore, a space to favor vicarious learning, as well as to strengthen the motivation of students towards the achievement of certain learning. The study proposes the theory of emotional self-regulation so that educational institutions can reflect on the need to develop socio-emotional skills that help students fulfill their academic purposes [21].

Different studies reveal the emotions that have been increasing abruptly in university students; One of them collected data that involves the different experiences of these students in times of pandemic, resulting in excessive worry, sadness, uncertainty, fear, anxiety, stress, anguish, feelings of loneliness and, on certain occasions, a state of mourning. emotions with which they have to live on a daily basis [22]. A case study was also elaborated in which it investigates student emotions in times of pandemic; being fear, uncertainty, sadness, anxiety, stress, anguish, anger, depression and discouragement, constant emotions in their lives [23].

CONCLUSIONS

Socio-emotional skills are tools, learned behaviors that allow students to recognize and manage emotions when they interact with other people so that they can express feelings, achieve their academic goals with perseverance, and HSE management helps solve problems.

The program made it possible to recognize that role play is a methodological strategy to develop socio-emotional skills, strengthening learning, nurturing the soul, coexistence in the classroom and empathy as a necessary component for the self-regulation of emotions.

The development of socio-emotional skills helps college students manage their emotions, make responsible decisions, have good interpersonal relationships and self-fulfillment.

It is necessary that, in the university curriculum, the work of socio-emotional skills be inserted from the first cycles of the professional career where the student is taught coping strategies to the difficult emotions that he has to live.

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