

TRAINING TEACHERS TO TEACH SOCIAL COMPETENCE TO YOUNGER PUPILS

Svitlana H. DUBOVYK¹, Alexander Ya. MYTNYK², Nataliia O.
MYKHALCHUK³, Ilona V. RASHKOVSKA⁴, Alexander Yu.
NABOCHUK⁵

¹Department of Elementary Education, Borys Grinchenko Kyiv
University, Kyiv, Ukraine

²Department of Applied Psychology, Dragomanov National Pedagogical
University, Kyiv, Ukraine

³Department of Practice of English, Rivne State University of the
Humanities, Rivne, Ukraine

⁴Department for Research on Families, Children and Youth, State
Institute for Family and Youth Policy, Kyiv, Ukraine

⁵Rivne Regional Council, Rivne, Ukraine

Abstract: *The relevance of the subject covered in this study is based on the necessity to thoroughly understand the role of the teacher (second only to the family in terms of influence) in the development of the social competence of the primary school pupil. Research in this context is all the more relevant when considering the number of hours children spend at school, the emotional nature of social interactions, and the emotions students constantly experience while learning. The purpose of this study is to provide an overview of the existing literature on the social competence of teachers themselves and the school climate factors that influence the development of children's social competence in primary school education. The process from theory to the practice of teaching social competence skills to the youngest pupil will be considered. In addition, the study provides conclusions from the existing literature, based on research conducted over the last three to four years in various countries. To this end, research was conducted on methods that can help educators respond positively to individual variability, develop their emotional competence and preserve their life balance, which helps them to establish a safe classroom environment that encourages children to develop all the qualities necessary for social adjustment on their way to adulthood. In their daily active interaction with teachers and peers, children experience a great variety of emotions. Researchers agreed that emotions influence behaviour. And even if the child is not inclined to interact explicitly, they can learn about emotional norms in the classroom and acquire emotional competence skills by observing the social-emotional behaviour of those around them. The main assistants in developing children's emotional competence are, in one way or another, primary school teachers. Discoveries over the last decade have confirmed that social competence, as an integral trait of personal development that develops at early school age, is a predictor of productive socialisation and overall success later in life.*

Keywords: social-emotional competence; socialisation in primary school; educator's emotional competence; socialisation skills; pupil adjustment.

The years of primary school are a significant period in a child's life, and the factors impacting their adaptation during this period continue to attract research attention. Social competence is one of the psychological factors that generally is associated with school adaptation indicators¹. The necessity of

¹ V. Legkauskas, Š. Magelinskaitė, A. Kepalaitė, "The role of student-teacher relationship in the link between social competence and involvement in bullying in the 1st grade", in *Social Welfare: Interdisciplinary Approach*, 2017, vol. 1, no. 7, p. 9-18; I. Saifnazarov, G. Abdullahanova, N. Alimatova, U. Kudratova, "The main trends of increasing the role of the teacher in the

dealing with socio-emotional development in the education and learning environment of primary school children is becoming an increasingly urgent issue². In discussing the upbringing literature, Eisenberg, Cumberland et.al. recommended that scholars consider the extent to which parental traits (such as temperament) influence child development as a predictor of child development traits. In line with this approach, and based on recent research, the role of such constructs is very crucial for primary school teachers to consider. Due to the stressful and emotional nature of the school environment, special attention should be devoted to the emotional and mental health of teachers as essential social aspects of their professional functioning. A teacher's social-emotional competence is closely connected to the development of pupils' social skills in the learning process³. Teachers' stress adversely impacts their professional functions and harms the development of students' social competence⁴. Notably, both student performance and classroom behaviour have been observed to suffer in such cases.

Primary school classrooms generally consist of a significant number of students and a single teacher whose unique emotional competencies together contribute to the overall context of learning. The emotional nature of the school classroom is another crucial reason for the necessity of studying socialisation in school. Every child experiences a range of emotions throughout the day, including anxiety about their grades, sadness about difficulties interacting with their peers, frustration at learning new material at school, excitement at good grades, etc.⁵ Every emotion experienced inevitably has an impact on their behaviour. Thus, the desire for praise from the teacher can stimulate a young pupil's efforts, while the fear of getting a low score blocks the ability to memorise and answer in front of the class⁶. There is evidence to suggest that a well-developed teacher's self-control skills influence how they encourage the development of these skills in their students. Evidence of this

innovative development of Uzbekistan”, in *International Journal of Advanced Science and Technology*, 2020, vol. 29, no. 5, p. 1771-1773.

² E. Oberle, K. Schonert-Reichl, “Social and emotional learning: Recent research and practical strategies for promoting children’s social and emotional competence in schools”, in J. Matson (Eds.), *Handbook of Social Behavior and Skills in Children*, Springer, London, 2017, p. 175-197.

³ M. Hsieh, M. Usak, “High education radical transformation era: How teachers’ competency can enhance the students’ employability?” in *Revista De Cercetare Si Interventie Sociala*, 2020, vol. 68, p. 95-112.

⁴ C.Gray, G. Wilcox, D. Nordstokke, “Teacher mental health, school climate, inclusive education and student learning: A review”, in *Canadian Psychology*, 2017, vol. 58, p. 203-210.

⁵ I.S. Saifnazarov, “Innovative methods of forming spiritual immunity of youth (on an example of Tashkent State University of economics experience)”, in *Astra Salvensis*, 2019, no. 1, p. 355-362.

⁶ Y.S. Tokatligil, A.Z. Saliyeva, F.N. Zhumabekova, “Psychological aspect of the training process of preschool education students”, in *Quality and Quantity*, 2021, vol. 1, no. 1, p. 1-12.

relationship has recently emerged⁷. Teachers have the responsibility for implementing social and emotional learning in the classroom, and their social competence has a significant influence on how they implement it. For example, a socially competent teacher generally interacts more positively with students in the classroom and implements teaching methods that encourage efficient learning⁸. Thus, it appears that primary school teachers have a direct or indirect influence on the development of pupils' social-emotional competence⁹. Through a study of the relevant literature and experimental data, the conclusion was reached that aspects of teachers' social-emotional functioning (such as stress, emotion, self-regulation) and emotion-related behaviour (such as teachers' reactions to the emotional displays of younger students) are social variables connected to learning. During each school day, children express many emotions in the presence of the teacher. As discussed in Eisenberg, Cumberland et al, adults' reactions to children's expressions of emotion model their subsequent contextual and cultural socio-emotional behaviour¹⁰. The teacher can respond in constructive ways that support the pupil, encouraging the proper expression of adverse emotions, which contributes to the development of self-control skills. In addition, the teacher may respond in ineffectual ways, without considering the pupil's opinion. Teachers' reactions to pupils' emotional outbursts are expected to be positive, designed to establish a safe environment in the school classroom where children can express their emotions freely and learn to manage them. Adverse reactions generally include rejection or a superficial attitude towards the students' experience or even the threat of punishment for an emotional outburst, sometimes accompanied by stress for the teacher herself.

⁷ S. Bardack, J. Obradović, "Observing teachers' displays and scaffolding of executive functioning in the classroom context", in *Journal of Applied Developmental Psychology*, 2019, vol. 62, p. 205–219.

⁸ P.A. Jennings, J.L. Brown, J.L. Frank, S. Oh. Y. Doyle, R. Davis, D. Rasheed, A. DeWeese, A.A. DeMauro, H. Cham, M.T. Greenberg, "Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions", in *Journal of Educational Psychology*, 2017, vol. 109, no. 7, p. 1010–1028; K.M. Nagymzhanova, R. Aikenova, M.Z. Dzhambubekova, S.S. Magavin, N.M. Irgebaeva, "The importance of educational quality management in improving student's capital", in *Espacios*, 2018, vol. 39, no. 30, p. 1-8.

⁹ H.V. Prystai, "Methodological foundations of the development of professionally-oriented sociocultural competence of a foreign language teacher using the newspaper material", in *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2021, vol. 7, no. 2, p. 18-24.

¹⁰ N. Eisenberg, A.J. Cumberland, T.L. Spinrad, "Parental socialization of emotion", in *Psychological Inquiry*, 1998, vol. 9, no. 4, p. 241–273.

Materials and methods

A systematic approach, based on existing research over the last five years, was used to write this review study. This method includes one or more of the systematic review features but does not pretend to present the same results.

To identify available research from published sources, a literature search was conducted on "Google" and "Google Scholar" using the following queries (Russian, Ukrainian, English): social competence, the influence of teacher reactions on the behaviour of primary school children, socialisation of children by primary school teachers, psychological health of teachers, safe school environment, socialisation in primary school, teacher emotional competence, development of social competence in primary school, teaching social competence, the relationship between school performance and social competence, the social-emotional development of young children, the development of social competence of young pupils, the role of the primary school teacher, social competence training practices for teachers, the development of social skills in middle childhood, strategies for improving social competence at school, the personal social development of the young pupil, the significance of the social-emotional competence of teachers, development of social skills in connection with academic performance in the primary school age, social and emotional functioning of the primary school pupil, adaptive skills of the primary school pupil, the role of pupil-teacher relationships in connection with social competence, social interaction in the school classroom, efficiency of teaching social competence in school. As a result of the search, abstracts of studies published from 2017 to 2021 were selected and analysed. This period was chosen due to the inevitable changes in the development/behaviour of primary school-age children and teaching methods in primary schools.

The content of each study was thoroughly examined for relevance to the purposes of this study. In addition to the selected period 2017-2021, the criteria for the inclusion of articles were to concentrate on the socialisation objectives of primary school children and the problems of relationships with peers and teachers, including teaching methods that develop social skills in primary school-age children. The exclusion criteria consisted of research on the social development of secondary school pupils and teenagers.

The search for review and research was conducted in three phases. The first stage of the search was to examine the titles and dates of publication of the papers and to exclude from the study those research papers that were more than five years old. The second stage was a careful examination of the abstracts of published articles, during which irrelevant studies, studies with no access to the full text, and studies that were complicated to translate into Russian were identified and excluded from the study. Full-text research on how to develop

social skills in primary school children, guidelines for primary school teachers and ways of interacting in the school environment were then examined and analysed. The data obtained have been systematised and summarised. For this systematic review, the results of 28 studies on the factors that influence (both positively and negatively) the development of social skills in primary school children are considered. Specific attention has been devoted to research that includes ways in which teachers interact with pupils to enhance the development of pupils' social-emotional skills.

Unfortunately, it has been identified that there are too few studies on school-related factors that can influence the development of social skills in primary school-age children. For schools and teachers to efficiently support the social development of their students, it is essential to know how social skills develop and how the various factors associated with the school process can influence students' socialisation. In this context, social skills (social competence) refers to the child's ability to act by the expectations of society: to be caring and compassionate towards others, successfully interacting by social norms of behaviour and values in general. Despite a large amount of literature on the significance of young pupils' social skills development and their impact on academic achievement, surprisingly little is known about the predictive value of peer relationships in primary school and whether they influence social skills growth later in life.

In this study, the subject of the influence of the collective effectiveness of "pupil-student", "pupil-teacher" relationships is covered, with attention also given to the influence of classmate problem behaviour and social skills in the teacher's teaching methods on the development of social competence of pupils. The evidence provided is that the social skills of primary school teachers are closely connected to students' successful academic performance, responsible behaviour, high self-esteem, ability to collaborate and other factors contributing to strengthening interpersonal relationships in the future. The possibility of generalising results among primary school children in other contexts requires further investigation due to cultural variations impacting the development of children's social skills. The sample size was limited to studies of the developmental factors of social competence of younger schoolchildren living in urban areas, but data on children from rural areas were not considered, which should be considered in future studies.

The study of materials designed to explore factors that contribute to the social-emotional competence of primary school children that require close attention will, it is believed, promote an emotionally healthy and positive environment in school classrooms.

Results and discussion

Social competence implies a person's ability to interact with the social environment (society). It is an ongoing process of teaching behavioural norms, values and social skills to each individual with their defined role in society. The main social structures in which this process occurs are the family and school and peer groups, the media and other social institutions, including religion and the legal system.

Social competence is the relationship between the articulation of thoughts, feelings and behaviour and the result obtained, with functional criteria connected with personal, situational and cultural requirements that imply the immediate consequences of a person's actions, such as purpose achievement, social acceptance and positive emotional correlation, and ethical-moral categories (relevant consequences of human and social group interactions, such as support and quality of relationships, respect and enhanced interpersonal human rights)¹¹.

In contrast, deficits in social skills generally have an adverse impact on personal development, causing behavioural problems that become more stable throughout development starting in pre-adolescence. In this context, investing in the development and promotion of social competence from early childhood can be more efficient and have significant benefits for the healthy development of children. Children acquire their first socialisation skills in the family, where they first become aware of their identity, acquire language and develop cognitive skills and social competence, as the ability to construct interaction with the world around them is considered the result of a high level of learning, starting in pre-school and lower secondary school¹². In other words, social competence is the ability to develop and keep close relationships and to be able to adapt to various social circumstances.

When children go to school, the family is still an essential part of their socialisation, but there are other significant people in the school child's life from whom they will learn social interaction skills. When children first start school, the teacher becomes an essential new authority figure for them. A child's relationship with their teacher, especially in the early grades, has a strong influence on their emotional, social, behavioural and academic adjustment. Emotion-related socialisation is presumably to occur specifically in primary school classrooms, partly because most primary school children spend an average of 6-7 hours a day in school for at least 175 days a year. The social

¹¹ O. Romaniuk, "Effective self-disclosure within the masculine romantic discourse: variable communicative moves", in *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistice*, 2019, vol. 41, no. 1-2, p. 139-156.

¹² S. Mnaidarova, A. Shuzhebayeva, K. Nagymzhanova, "Features of family-teacher interaction in the formations of students' socio- economic value orientations", in *Espacios*, 2017, vol. 38, no. 35, p. 1-10.

competencies acquired in school classroom interactions ensure a positive relationship between the child and the other social agents involved.

Below consider in more detail the factors that have the greatest impact on the social and emotional competence of teachers and pupils.

Primary school teachers are entrusted with the objective of teaching children to master a range of academic subjects. At the same time, teachers in primary grades frequently teach pupils explicitly or implicitly social-emotional competencies, such as strategies for concentrating and following instructions, and the ability to develop relationships with peers. Consequently, according to the definition of emotion-related socialisation, teachers are the first candidates for the role of socialisers of a child's emotional behaviour. Researchers argue that aspects of teachers' social-emotional functioning (e.g. stress, self-regulation, emotional health) and emotion-related interactions, such as teachers' reactions to students' emotional displays, are teacher-related social variables¹³.

The study identified evidence of gender inequalities in the development of primary school-age children. Researchers have concluded that girls have an advantage in early childhood in terms of school readiness. It has been observed that girls as young as 6 years old have higher social skills than their peer boys¹⁴. In addition, research has indicated that although girls generally outperform boys in school, the link between gender and academic performance is mediated by friendliness, that is, the extent to which a child is perceived to be friendly, welcoming and collaborative¹⁵. Assuming that there is a gender variation in the representation of social skills, it is also essential to investigate whether various factors, such as behavioural or relational aspects, are connected to the development pathways of social skills that are different for boys and girls¹⁶.

¹³ T. Abry, K.L. Granger, C.I. Bryce, M. Taylor, J. Swanson, R.H. Bradley, "First-grade classroom-level adversity: Associations with teaching practices, academic skills, and executive functioning", in *School Psychology Quarterly*, 2018, vol. 33, no. 4, p. 547–560.

¹⁴ D.B. Hajovsky, J.M. Caemmerer, B.A. Mason, "Gender differences in children's social skills growth trajectories", in *Applied Developmental Science*, 2021. Available at <https://www.tandfonline.com/doi/abs/10.1080/10888691.2021.1890592>

¹⁵ L. Frogner, K. Hellfeldt, A. Ångström, A. Andershed, Å. Källström, K.A. FantiAndershed, "Stability and change in early social skills development in relation to early school performance: A longitudinal study of a Swedish cohort, early education and development", in *Early Education and Development*, 2021. Available at

<https://www.tandfonline.com/doi/full/10.1080/10409289.2020.1857989>; A. Romaniuk, "Comparative analysis of morphological features of male and female corpora based on American dating show "The Bachelor US" contestants' speech", in *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistice*, 2016, vol. 38, no. 1-2, p. 96-105.

¹⁶ O. Romaniuk, "Expression and interpretation of attraction and interpersonal intimacy: a comparative study of female nonverbal behavior", in *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistice*, 2021, vol. 43, no. 1-2, p. 220-237.

There is evidence that the development of social skills in younger pupils is influenced by factors such as birth rank. Based on teacher assessments, researchers observe a correlation between birth rank and self-control: a higher birth rank has an inverse impact on cognitive and social development. Thus, first-born children perform better in self-control skills than other children¹⁷.

Swedish researchers have concluded that social skills performance is higher for children with older fathers than for children with younger fathers. The educational process consists of specific methods and behaviours of parents that interact with each other and influence the social development of the child¹⁸. As parents get older, they become less careless. There is also a connection - the older the parents, the more aware they are. Consequently, higher parental awareness leads to a higher quality of the family's emotional environment and a lower likelihood of child neglect or abuse. It has been observed that more aware parents use less adverse disciplinary strategies and interact more with children, providing the necessary stimulation in acquiring social-emotional skills. In addition, notably, that the economic conditions and living standards of families improve with the age of the parents¹⁹.

The theoretical analysis conducted suggests that the social adaptability of the young pupil is connected to the level of living conditions. Adverse conditions - poverty, lack of nutritious food, abuse in the family or neglect - cause toxic stress that impacts the child's behaviour and ability to learn. According to researchers, a positive, empathetic, participatory attitude on the part of teachers (schools), who can hear and understand children, can reduce the impact of even the most adverse circumstances²⁰.

Current researchers have divergent opinions on the relationship between the number of children in a school class and their ability to socialise. It is difficult to make a definite conclusion about student performance based on class size alone, as other variables such as the level of professional competence of the teacher, teaching methods, the degree of student motivation and the role

¹⁷ M. Maleki, A.Mardani, M. Chehrzad, "Social skills in children at home and in preschool", in *Behavioral Sciences*, 2019, vol. 9, no. 7, article number 74.

¹⁸ G. Manarbek, S. Kondybayeva, G. Sadykhanova, G. Zhakupova, B. Baitanayeva, "Modernization of educational programmes: A useful tool for quality assurance", in *Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020* (pp. 4936-4945), IBIMA, Granada, 2019.

¹⁹ D. Carlsake, P. Tynelius, G. Van den Berg, G. Davey Smith, F. Rasmussen, "Associations of parental age with health and social factors in adult offspring: Methodological pitfalls and possibilities", in *Science Report*, 2017, vol. 7, article number 45278.

²⁰ D. Osher, P. Cantor, J. Berg, L. Steyer, T. Rose, "Drivers of human development: How relationships and context shape learning and development", in *Applied Developmental Science*, 2020, vol. 24, no. 1, article number 636; A. Earhart, J. Dmitrieva, R.J. Blair, P. Kim, "Intensity, not emotion: the role of poverty in emotional labeling ability in middle childhood", in *Journal of Experimental Child Psychology*, 2019, vol. 180, p. 131-140.

of parents may be relevant, nevertheless large classes cause some problems. Researchers have noted a correlation between class size and social learning, determining that the acquisition of social skills by younger students in larger classes may be lower than in classes with fewer students. A large number of pupils in a school classroom reduces both the frequency and quality of teacher-child interaction. Smaller classes develop a higher quality individual environment, higher teacher morale, fewer disruptions, lower levels of child misbehaviour and greater student involvement in social activities²¹.

In one of the few studies investigating the relationship between teachers' reactions and the acquisition of social competence skills, researchers discovered that students to whose emotional outbursts the classroom teacher reacted positively expressed more positive emotions and were more social-emotional competent than children whose teachers reacted little to adverse reactions²².

Similarly, Swanson and Valiente identified a correlation between the positive reactions of second-grade teachers and students' temperaments. Teachers' positive reactions had the greatest impact when interacting with low control, high impulsivity or shyness as extreme expressions of pupils' temperaments. Limited theory and empirical evidence support the statement that teachers' reactions to students' emotions constitute emotion-related social behaviour²³. Teachers report that they consciously regulate their emotions to manage classroom behaviour more efficiently. A teacher with a high level of self-control is a great example to follow when they can control their emotions, to restrain their anger. Teachers with high levels of self-control may be more able to respond positively to deviations in routines and emotional outbursts of their students than teachers with low levels of self-control. Teachers with high levels of self-control have no difficulty in establishing a supportive classroom environment that encourages the development of emotion management skills in students, peer relationships and behaviour in general, which are not insignificant for students' academic achievement²⁴. Conversely, teachers with

²¹ P. Blatchford, A. Russell, *Rethinking class size: The complex story of impact on teaching and learning. Class size and classroom processes*, UCL Press, London, 2020; T. Filges, C.S. Sonne-Schmidt, B.C.V. Nielsen, "Small class sizes for improving student achievement in primary and secondary schools: A systematic review", in *Campbell Systematic Reviews*, 2018, vol. 14, p. 1-107.

²² H.H. Bassett, S.A. Denham, N.B. Fettig, T.W. Curby, M. Mohtasham, N, "Austin Temperament in the classroom: Children low in surgency are more sensitive to teachers' reactions to emotions", in *International Journal of Behavioral Development*, 2017, vol. 41, no. 1, p. 4-14.

²³ J. Swanson, C. Valiente, "Teachers' reactions to elementary students' negative emotions affect academic relationships: Moderation by students' temperament", in *The 73rd biennial meeting of the Society for Research in Child Development*, 2019, p. 54-59.

²⁴ K. Nagymzhanova, "Formation of creative thinking of teachers in educational environment of higher education institute", in *Life Science Journal*, 2013, vol. 10, no. Spl. Issue 12, p. 439-443;

low levels of self-control frequently cannot properly control and manage the classroom, leading to an unstable classroom atmosphere, low student support and the risk of burnout. In such cases, teachers may be more frequently confronted with intense conflicts with students than their colleagues, wasting valuable teaching time on interactions with disruptive student behaviour²⁵.

Notably, one of the most significant factors influencing a child's socialisation and development in primary school is the teacher's belief in the pupil's abilities. This phenomenon, known as "self-fulfilling prophecy" or "self-fulfilling prediction", applied to educational practice was first demonstrated in a famous study by Rosenthal and Jacobsen, who called the phenomenon the "Pygmalion effect". Rosenthal and Jacobsen tested the Pygmalion effect in the classroom and discovered evidence that teacher expectations can have a significant impact on the performance of their students²⁶.

Notably, the teacher's expectations are most performed regarding the two extreme categories of children. Firstly, to pupils whom the teacher considers capable and, secondly, to children whom the teacher considers unfit to learn. The most crucial condition in both cases, however, is that children perceive the teacher as an authority figure. The available literature strongly suggests that the teacher's attention is constantly occupied by pupils who elicit both strongly positive and explicitly negative attitudes. They praise the first ones more often, making an example of them. Pupils who do not evoke a vivid emotional attitude tend to be neglected by the teacher. Thus, the teacher's expectations, especially at the beginning of learning, when their significance is highest, have a significant impact on the child's motivation, behaviour and self-esteem. This selective attitude emerges first and foremost in the evaluative activity of the teacher and in the emotional support they provide to the pupil²⁷.

The primary school teacher plays an essential role in developing children's attitudes towards school and the skills required for learning. As discussed above, teachers' social-emotional competence contributes to developing a positive teacher-student relationship. But above all, it is crucial to their professional welfare. Thus, it is almost impossible to assess the level of professional knowledge and skills that teachers require to respond to social and

B.K. Serdali, A.T. Beldibekova, R.S. Zhaxylykbaeva, G. Uzbekova, K. Tursyn, "Democratic principles of education in media environment", in *Espacios*, 2018, vol. 39, no. 30, p. 1-16.

²⁵ J.L. Taxer, J.J. Gross, "Emotion regulation in teachers: The «why» and «how»", in *Teaching and Teacher Education*, 2018, vol. 74, p. 180–189; M. Veziroglu-Celik, I.H. Acar, "The association between learning behaviours and social competence of Turkish preschool children", in *Early Child Development and Care. Advance Online Publication*, 2018, vol. 190, no. 12.

²⁶ D. Schaedig, "Self-fulfilling prophecy and the pygmalion effect", in *Simply Psychology*, 2020. Available at <https://www.simplypsychology.org/self-fulfilling-prophecy.html>

²⁷ O. Johnston, H. Wildy, J. Shand, "A decade of teacher expectations research 2008–2018: Historical foundations, new developments, and future pathways", in *Australian Journal of Education*, 2019, vol. 63, no. 1, p. 44-73.

emotional needs in the school classroom. Consequently, to succeed in the complicated social and emotional demands of the teaching profession, emotion regulation and relationship management are inevitable, whereas awareness of one's own and others' emotions is not enough. From a socio-cognitive perspective, teachers who interact better with children in the classroom can teach children how to adapt and solve social problems. Thus, numerous studies support previous conclusions that conflictual relationships between teacher and child hinder both the development of children's social-emotional skills and their academic performance. Teachers who are aware of strategies for establishing a positive climate, recognise students' emotional, academic and behavioural demands and can note and use the most efficient approaches to respond to these demands will be able to provide additional support when required, listen to students' views and treat them fairly²⁸. Notably, the quality of the teacher-student relationship reflects the fact that this relationship is not only a function of teachers' interpersonal behaviour but also of students' assumptions and reactions. In other words, teachers' social-emotional competence increases the probability of successfully establishing a safe environment that enables students to approach them when confronted with personal problems. In addition to the above, researchers recommend emphasising the significance of the teacher's assessment activity as the most crucial factor through which the teacher influences the personal establishment and the intellectual development of the child. Both assessment forms - marking on a grading scale and evaluative judgement - literally pervade a child's entire life²⁹. It is known that by the end of primary school children acquire a steady position of underachievement or failure, which becomes a global factor impacting almost all aspects of their lives. Numerous studies over the years have established the impact of the teacher's assessment activities on the overall and learning motivation of the young pupil, the development of self-esteem, emotional welfare, self-actualisation and communication with peers³⁰.

Researchers have not neglected the psycho-emotional state of teachers as a factor influencing the development of social skills in primary school

²⁸ M.P. Leshchenko, A.M. Kolomiets, A.V. Iatsyshyn, V.V. Kovalenko, A.V. Dakal, O.O. Radchenko, "Development of informational and research competence of postgraduate and doctoral students in conditions of digital transformation of science and education", in *Journal of Physics: Conference Series*, 2021, vol. 1840, no. 1, article number 012057.

²⁹ S.V. Pokrova, "Conceptual model of development of assessment competence of primary school teachers in the system of postgraduate education", in *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2021, vol. 7, no. 1, p. 90-102.

³⁰ N. Sparapani, K. McDonald Connor, L. McLean, T. Wood, J. Toast, S. Day, "Direct and reciprocal influence on social skills, vocabulary and reading comprehension in first grade", in *Modern educational psychology*, 2018, vol. 53, p. 159-167; K.M. Abisheva, K.M. Nagimzhanova, R.A. Aykenova, A.K. Kapanova, Z.S. Koldasbayeve, A.D. Kanapyanova, "Cross-cultural competence of communicators as a way to create a positive eco-informational environment", in *Space and Culture, India*, 2019, vol. 7, no. 2, p. 76-88.

children³¹. When teachers feel emotionally exhausted, they become less sensitive and unable to provide emotional support when interacting with students, and their students lose motivation to learn³². Teacher burnout, depression has an impact on their ability to manage the emotional and professional demands of the job, on their ability to interact positively with students, and on their capacity to develop a supportive environment in the school classroom³³. Thus, identifying the teachers' attributes that help them manage their emotions and develop positive relationships with pupils is essential both for the development of pupils' social competence and for teachers' professional welfare. Therefore, researchers have been emphasising the central role of teachers' social-emotional competence for more than a decade. However, due to the lack of objective assessment tools specifically designed to respond to teachers' professional requirements, it remains difficult to empirically investigate what knowledge and what types of skills teachers need to acquire, for example in teacher education and professional development programmes to manage social and emotional problems in the school context³⁴.

The social and psychological climate of the classroom is, in fact, entirely determined by the teacher and is to a large extent independent of the interpersonal relationships of the students themselves, their likes and dislikes. Positive relationships, including trust in the teacher, and positive emotions such as interest and engagement open the mind to learning. Adverse emotions like fear of failure, anxiety and insecurity reduce the brain's ability to process information and learn. Teacher training in social skills education for young pupils is not only based on the accumulation of knowledge, but much of the learning occurs in the context of professional practice, which should be seen as a special field of knowledge acquisition and not only as a field of application of theories and methods³⁵. In a study conducted in Ukraine in September 2018, researchers identified criteria and indicators for teachers' psychological willingness to practice teaching in the context of education reform. The study

³¹ H. Katolyk, L. Kovalchuk, "Features of the burnout syndrome among students", in *Social and Legal Studies*, vol. 13, p. 198-205.

³² A.K. Koenen, E. Vervoort, G.Kelchtermans, K. Verschueren, J.L. Spilt, "Teacher sensitivity in interaction with individual students: The role of teachers' daily negative emotions", in *European Journal of Special Needs Education*, 2018, vol. 1, p. 1–16.

³³ C. Gray, G. Wilcox, D. Nordstokke, "Teacher mental health, school climate, inclusive education and student learning: A review", in *Canadian Psychology/Psychologie Canadienne*, 2017, vol. 58, no. 3, p. 203–210.

³⁴ K. Aldrup, B. Carstensen, M.M. Köller, U. Klusmann, "Measuring teachers' social-emotional competence: Development and validation of a situational judgment test", in *Frontiers in Psychology*, 2020, vol. 11, article number 892.

³⁵ K. Nagymzhanova, M.K. Bapaeva, Z.T. Koksheeva, Z. Kystaubayeva, D.S. Shakhmetova, "Psychological peculiarities of occupational choice by high school students", in *Education in the Knowledge Society*, 2019, vol. 20, p. 1-10.

paid special attention to such aspects as professional self-identification; professional competencies and professional motivation, presence of "professional burnout" syndrome, willingness for social change³⁶.

In 2018 an experimental study of All-Ukrainian level on the subject: "Psychological and teaching support for the development of socially successful personality of a junior schoolchild" (Order of the Ministry of Education and Science of Ukraine № 887 from 08.08.2018) was initiated. Authors of the study: O. Ya. Mytnyk, V.G. Panok. The purpose of the study is to design, theoretically justify and test the program of development of socially successful personality of a junior high school student, the components of which are the development of conceptual thinking, social and emotional intelligence of a junior high school student, education of value orientations. Experiential work is conducted with teachers, elementary school-age children, and their parents³⁷.

The authors of the study "Social and Emotional Learning and Teachers" review the results of some interventions designed to improve the social-emotional competence of teachers and the management of stress in school³⁸. And Spanish researchers in their study describe two products of the "*Learning to Be*" (L2B) project, which offers a comprehensive model for assessing and developing social and emotional competencies that unite politicians, researchers, teachers, school administrators, and students from various participating countries: Finland, Italy, Latvia, Lithuania, Portugal, Slovenia, and Spain. In particular, the first product is a methodology for the preparation of a toolset designed to establish activities and materials to help teachers develop students' social and emotional competencies and, second, the results of a pilot study in Spain in which social and emotional competencies are assessed and compared with international standards³⁹.

Conclusions

Due to the variety of related criteria, the assessment of social competence becomes more accurate when multiple informants, procedures

³⁶ Order of the Ministry of Education and Science of Ukraine No 887 "On conducting an experiment of the all-Ukrainian level on the topic "Psychological and pedagogical support of the formation of a socially successful personality of a primary school student" in September 2018 - August. 2023. 2018", in *Ukrainian scientific and methodological center of practical psychology and social work* Available at <http://psyua.com.ua/index.php?lang=en&page=cooperation>

³⁷ O.Ya. Mytnyk, "Psychological and pedagogical support of the formation of a socially successful personality of an elementary school student", in *Primary School*, 2018, vol. 11, p. 1-4.

³⁸ K.A. Schonert-Reichl, "Social and emotional learning and teachers", in *The Future of Children*, 2017, vol. 27, p. 137–155.

³⁹ P. Aguilar, I. Lopez-Cobo, F. Cuadrado, I. Benítez, "Social and emotional competences in Spain: A comparative evaluation between spanish needs and an international framework based on the experiences of researchers, teachers, and policymakers", in *Frontiers in Psychology*, 2019, vol. 10, article number 2127.

and tools are used, which describe a multimodal approach. Research on social skills has identified that having a developed set of social competencies in childhood entails very positive consequences for individual development in the future. The skills children acquire will vary according to their requirements and environment. These skills will supplement each other as they grow older. Teaching children social skills at primary school age will help them acquire everything they need to become socially developed person. The results connected with emotions in school are significant both in their own right and as precursors to the results related to academic performance.

The data gathered for this review allow understanding socialisation as a dynamic process that includes not only training in teaching methods and professional ethos, but primarily learning about a teacher's personality and the set of knowledge that supports social interaction and learning in school. This study confirms the significance of multimodal assessments in the field of social skills with methodological, educational and clinical implications, indicating the necessity for further research. Researchers have concluded that the following crucial steps to prepare for efficient work as early childhood educators are SEL (social-emotional learning) training for teachers for their social-emotional development.

Some limitations of this research can be identified, such as the small sample size and the neglect of the socio-economic status of the audiences under study. Further research is also required with primary school children to identify situations in which children from various social groups are most likely to distinguish social competence, using samples corresponding to relevant socio-demographic variables suggested in the literature covering the relationship between teacher social competence and pupil behaviour problems. Projects with more detailed information about each emotional transaction between teacher and child, such as the context of learning, the verbalisations involved, the particular reactions of the children, can be useful.