

Didactic Strategy to Develop Socioemotional Competencies in University Students

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Abstract

The university is an environment that allows the student to be able to diversify different situations, and there is a need to train sensitive and empathetic professionals for a competent society. The objective of this research was to design a didactic strategy to develop socioemotional competencies in students at a university in Lima. A qualitative methodology of non-experimental, cross-sectional, and descriptive design was used. The sample consisted of 34 students and four teachers. The techniques used included questionnaires, observations and interviews. The results showed 11 emerging categories, seven of which were approximate to the a priori category and four were influential in the research. A validated didactic strategy was presented with two lines of action composed of three stages: classroom emotional diagnosis, management of socioemotional teaching activities, and transformative evaluation; all under a model of Social and Emotional Learning, the Theory of Emotional Intelligence, and the epistemological positions of Neuroscience in Learning.

Keywords: socioemotional competencies, didactic strategy, transformative assessment, higher education

1. Introduction

Forming competent students has become a challenge that Higher Education Institutions must face in the 21st century. One of the primary objectives of education is to educate people in their integrity, enhancing their cognitive, social, emotional, and moral development. In this regard, integral education means accompanying the student's self-realization process throughout their life (García, 2017). Society demands to homogenize students and achieve an adequate educational response to the possibilities and limitations requested by the current community (Cabrera-Méndez, 2011; Jimenez Ordóñez et al. 2023).

Human beings are by nature multidimensional, and their emotions are present in all areas of life and influence their way of thinking, feeling, acting and relating (Damásio, 1994). However, these emotions can become distorted in a society where interpersonal conflicts are not being fully addressed, the tendency of young people to experience hostility, social maladjustment, risk behaviors are increasing (Vivas et al., 2010).

A study conducted by the World Bank (cited in De Hoyos et al., 2016) revealed that the population of young people who do not study and do not work, is increasing; one in five lives this reality as a result of conflicts ranging from intra and interpersonal interaction and few educational opportunities. In this regard, García (2017); Brackett et al., (2012) Durlak et al., (2011); Zins, et al. (2004) propose, through emotional education, to train responsible citizens for a better world. It is important to have an adequate emotional perception and management of negative emotions, hence it is important to develop skills to face adversities while maintaining a positive attitude towards the surrounding world (Gordillo Caicedo, 2023). Many research studies on Emotional Intelligence reinforce a better performance both in the professional field and working conditions, as well as better strategies to face new challenges with better efficiency (Castillo et al., 2017; Cornejo et al., 2022).

In this regard, Friedman et al., (2010); Martins et al., (2010); Eisenberg, (2006); Guerra and Bradshaw, (2008); López et al., (2016), added that developing socioemotional competencies can be a way to minimize the negative effects of social maladjustment, since it is related to greater well-being and personal satisfaction.

The education-culture-society relationship implies a constant and dialectical interaction in the development of human activities; thus, education is a bridge for developing countries to improve their living conditions. Universities need to assume the problems of society as their own, placing themselves in a community context, which requires a critical reflection of their commitment to new ways of educating (Enriquez, 2006; Gonzalez et al. 2021). Therefore, developing socioemotional competencies during the training process, in higher education, offers an opportunity to contribute to the educational transformation that society so badly needs (Cunha and Heckman, 2007; Heckman and Kautz, 2013; Busso et al., 2017).

Therefore, the objective of the study was to design a didactic strategy to develop socioemotional competencies in students at a university.

1.1 Development

1.1.1 Neuroscience: A Study for the Knowledge of Socioemotional Competencies

The brain is both rational and emotional at the same time; however, there are some neuroanatomical structures that are more closely linked to emotions. The nervous system processes emotions and the amygdala imbues behavior with emotion (Mora, 2013). Likewise, mirror neurons, neurons found in various areas of the brain, contribute to adaptation, learning, and empathy (Arboccó de los Heros, 2016; Gago and Elgier, 2018). Behavioral research by LeDoux (2012) and Damásio et al., (1996) demonstrated that establishing connections between emotion, behavior, and cognition are important pillars in the development of socioemotional competencies in teaching and learning processes (Damásio, 2005).

1.1.2 Contemporary Authors Defining Socioemotional Competencies

Bisquerra and Pérez (2007) define socioemotional competencies as a set of knowledge, skills, abilities, and attitudes involved in emotional decision-making expressed in the management of emotions. Repetto and Pérez-González (2007) added that socioemotional competencies contribute to educational training, social integration, employability, and professional performance. Rendón (2011) suggested that actions demonstrated in an ethical manner in the context of knowing how to be, knowing, doing, living together should be recognized as socioemotional competencies.

In this context, developing socioemotional competencies can be interpreted as a process whereby people effectively manage their knowledge, skills, and attitudes to develop healthy identities, understand and manage emotions, achieve goals, feel and show empathy, generate stable relationships, make responsible decisions and foster positive environments.

2. Method

The study is based on the general scientific method of science applied to psychoeducational research from a qualitative approach and sociocritical paradigm of non-experimental and descriptive cross-sectional design.

2.1 Participants

The research was conducted at a university in Lima. The units of analysis were teachers and students of the fourth semester. Due to the nature of the research, non-probability sampling was used. The sample consisted of 4 teachers and 34 students.

2.2 Techniques, Instruments, and Categories

The techniques applied were questionnaire, interview, and observation. The instruments were Social and Emotional Competencies Questionnaire SEC-Q (Zych et al., 2018), teacher interview guide, student interview guide, and classroom observation guide. Table 1 defines the categories and subcategories of the research.

Table 1. Categories and Subcategories of Research

Categories	Subcategories
Socioemotional competencies:	
It is a process whereby people effectively manage their knowledge, skills, and attitudes to develop healthy identities, understand and manage emotions, achieve goals, feel and show empathy, generate stable relationships, make responsible decisions and foster positive environments (CASEL, 2020; Rendón, 2011; Bisquerra and Pérez, 2007; Repetto and Pérez-González, 2007).	Self-knowledge
	Self-management and motivation
	Social awareness and prosociality
	Responsible decision making
Didactic strategy:	
It is a set of procedures organized, formalized, and oriented to the achievement of an established goal; it also involves the planning of the teaching-learning process, and its application requires techniques and procedures previously selected by the teacher, but designed for the students (Velasco and Mosquera, 2010).	Foundation and diagnosis
	Strategy design
	Instrumentation
	Evaluation

2.3 Procedures

The instruments were initially validated by expert judgment and applied to the selected sample. Subsequently, the information obtained from the four instruments was interpreted and coded. The methodological and theoretical triangulation method was then applied to the codes obtained. These were divided into families and categories. Finally, the didactic strategy was designed and validated by expert judgment.

2.4 Analysis of the Validation of the Strategy by Expert Judgment

The validation of the didactic strategy to develop socioemotional competencies in students at a university in Lima was carried out through expert judgment. For the selection of experts, the inclusion criteria proposed by Skjong and Wentworth (2000 as cited in Escobar and Cuervo-Martínez (2008) were considered. The number of experts selected was 5, exceeding the minimum of three experts established by Delgado et al., (2012). The characteristics of the experts are detailed below (see Table 2).

Table 2. Information of Experts

Names and surnames	Academic degree	Professional Specialty	Occupation	Years of experience
Expert 1	PhD. in education	Master's degree in psychopedagogy	Teacher in Higher Education	28
Expert 2	Doctor of education	Master's degree in administration	Teacher in Higher Education	20
Expert 3	PhD. in Education	Master's degree in education	Teacher in Higher Education	16
Expert 4	Master's degree in social management	Degree in sociology	Teacher in Higher Education	40
Expert 5	Master's degree in psychology	Degree in psychology	Teacher in Higher Education	30

2.5 Internal and External Validation of the Didactic Strategy by Expert Criteria

For the validation of the proposal, two instruments were adapted: internal validation and external validation, each consisting of ten indicators with a Likert-type scale from 1 to 5 and with aspects to be evaluated as positive, negative and suggestion.

In this order, the evaluation by the experts considered both the qualitative and quantitative aspects of the designed proposal. A general evaluation scale was used to measure and classify the proposal in five levels, according to the frequency and percentage range obtained by the experts (see Table 3).

Table 3. Total Rating Scale and Range

Scale	N	%
Deficient	10 - 17	[20% - 35%]
Download	18 - 25	[36% - 51%]
Regular	26 - 33	[52% - 67%]
Well	34 - 41	[68% - 83%]
Very good	42 - 50	[84% - 100%]

Note. n = frequency range. % = percentage range.

The total evaluation of the proposal obtained 95% validity, placing it in the "very good" range. Therefore, it can be concluded that the didactic strategy to develop socioemotional competencies in students at a university in Lima is pertinent to the research objectives and viable for future application (see Table 4).

Table 4. Total Rating by Expert

Scale	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
Internal validation	100%	100%	100%	92%	84%
Internal validation	100%	100%	100%	91%	82%
Average	100%	100%	100%	92%	83%
Total average	95%				

3. Results

3.1 Analysis and Interpretation of the Emerging Research Categories

Initially, 11 emergent categories were evidenced. Of the emerging categories, seven were determined to be approximate to the a priori and four to be influential in research. The classification of the emerging categories is presented below (see figure 1).

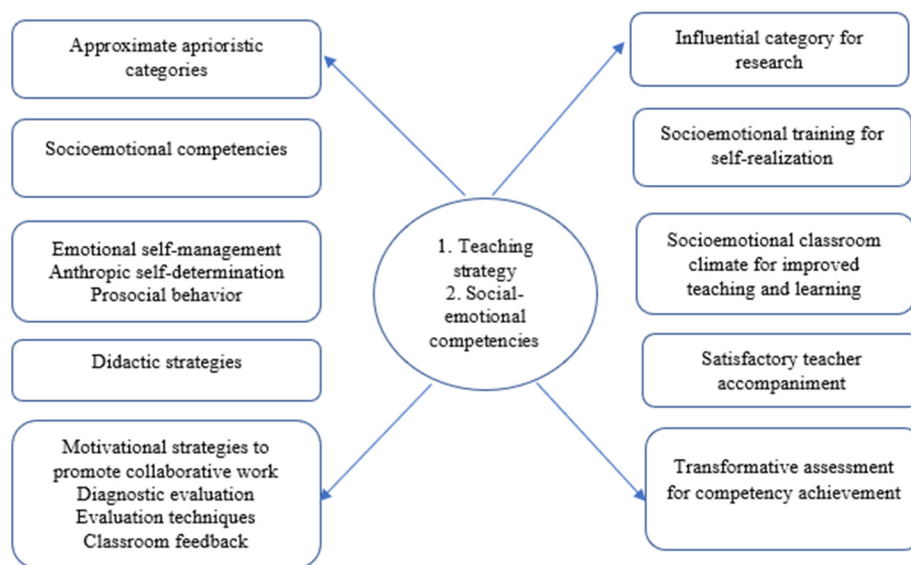


Figure 1. Classification of Emerging Categories

3.2 Conceptualization of the Approximate a Priori Categories for the Development of Socioemotional Competencies

Socioemotional self-management: Ability to identify and understand one's own emotions, thoughts, and values, as well as their effective management in different situations of interpersonal interaction. In addition, it includes impulse control and self-knowledge of emotions related to intrapersonal strengths and aspects of improvement, for the achievement of a goal (CASEL, 2020; Zych et al., 2018; Bisquerra, 2016; Bisquerra and Pérez, 2007).

Anthropic self-determination: Ability to perceive, identify, analyze, reflect, and make conscious, responsible, constructive and above all ethical decisions in difficult and challenging socio-educational situations (CASEL, 2020; Zych et al., 2018). In the classroom, it implies the student's determination to make decisions that go beyond individualistic thinking to social thinking and commitment, i.e., it is a transcultural ethical decision thought in the welfare of all (Morín, 2001).

Prosocial behavior: Ability to interact and maintain healthy and supportive relationships, and it is related to understanding the feelings, interests and needs of others by the management of empathy (CASEL, 2020; Zych et al., 2018; Boyatzis, Goleman, and Rhee, 2000; Bisquerra, 2016). In the classroom, the practice of prosocial behaviors comprises teacher-student, student-teacher and student-student relationships (Garaigordobil, 2003).

Motivational strategies to promote collaborative work: These are didactic techniques planned and directed by the teacher with the purpose of promoting student interest, autonomy, cooperation, self-management, self-regulation, and metacognition of their learning in socio-formative contexts. Moreover, they contribute to the development of collaborative learning and teamwork, facilitating socialization and interlearning in the classroom environment (Cabell and Pérez, 2021).

Diagnostic evaluation: It is performed prior to the execution of the educational process. Its purpose is to assess the level of motivation and the degree of adequacy of the students' competencies with respect to the new contents to be learned (Diaz and Barriga, 2002). It also helps to identify the students' needs, strengths, and areas for improvement in order to determine the theoretical foundations to be used in each class session (Addine, 1997; Cruzata, 2007; Bixio, 2010; Gonzaga, 2003; Feo, 2010; Tobón, 2010).

Evaluation techniques: These are a set of pedagogical procedures. Their purpose is to collect and analyze information about the teaching-learning process, through evaluation instruments, with the objective of making decisions aimed at improving the educational process (Diaz and Barriga, 2002). According to Hamodi et al., (2015) evaluation techniques in higher education are based on the nature of the task or activity (oral, written, practical) and student participation (self-evaluation, co-evaluation).

Classroom feedback: It involves the assessment of the achievement of objectives and the identification of the obstacles overcome to reach the desired state (Addine, 1997; Cruzata, 2007; Bixio, 2010; Gonzaga, 2003; Feo, 2010; Tobón, 2010). It is a qualitative part of the evaluation process that helps to reduce the gap between the initial state and learning expectations and favors metacognitive reflection and emotional self-regulation of students (Anijovich, 2019).

3.3 Influential Categories in Research for the Development of Socioemotional Competencies

Socioemotional training for self-realization: It involves the regulation and self-management of one's own emotions as well as those of others (Álvarez, 2020; Bisquerra, 2003). In the classroom, it becomes a mechanism to foster positive relationships and prosocial behaviors, in addition to improving the adaptation and self-realization of students (Henríquez et al., 2011; Barrios-Tao and Peña, 2019; García, 2017; Durlak et al., 2011). Maslow (1998) explains that self-actualization, seen from the student's perspective, is a positive feeling of satisfaction with their educational process. In this regard, training students with socioemotional competencies favors the development of skills involved in decision making and personal self-actualization.

Classroom emotional climate to improve the teaching-learning process: It is the result of the dialectic interaction between the teacher and the students (Pérez et al., 2010). From the student's perception, it is structured from four categories: degree of interest; self-realization and valuation of own efforts and achievements; stability of behaviors; and class participation (Moss and Trickett, 1974). In this context, the classroom climate is a space where moods and values that are aimed at establishing positive and healthy intra- and interpersonal relationships are shared.

Teacher's socio-affective accompaniment: Accompaniment derives from the Latin *companiono* meaning "one who eats bread with another" and in a current sense "to go with or occur with" (Gómez da Silva, 2008). In the educational context, apart from being a planned, continuous, contextualized and interactive process that induces quality improvement (Guzmán and Martín, 2011), it contributes to the strengthening of bonds in the classroom; it promotes

the development of socioemotional competencies aimed at discovering and understanding strengths and areas for improvement and, in addition, it helps the student to configure their life project. Therefore, it is understood as a transformational accompaniment where the teacher is a *laissez-faire* leader, who listens, uses a warm language, and solves questions (Godoy and Campoverde, 2016; Maiorana, 2010).

Transformative assessment for the achievement of professional competencies: Formative and dialogic feedback, a two-way teacher-student-student-teacher process, helps to recognize the gap between the actual and expected level of competencies (Sadler, 2009). In the words of Cedeño et al., (2020) is a transformative assessment, which is a systematic, participatory, holistic, and continuous process, which collects through self-evaluation, co-evaluation and heteroevaluation, quantitative and qualitative evidence of the teaching-learning process. It is composed of two dimensions. The first one is *relevance*: this helps to assess the emotional and cognitive competencies of the students in relation to the real needs of the professional environment. The second one dimension is *transcendence*, which helps to assess the student's self-realization qualities.

3.4 Proposal Modeling

Purpose of the didactic strategy: To develop socioemotional competencies in students at a university in Lima. Likewise, due to its methodological conception, it gives the possibility, due to its flexibility, to be implemented in a transversal way in all semesters, careers, and specialties in Higher Education.

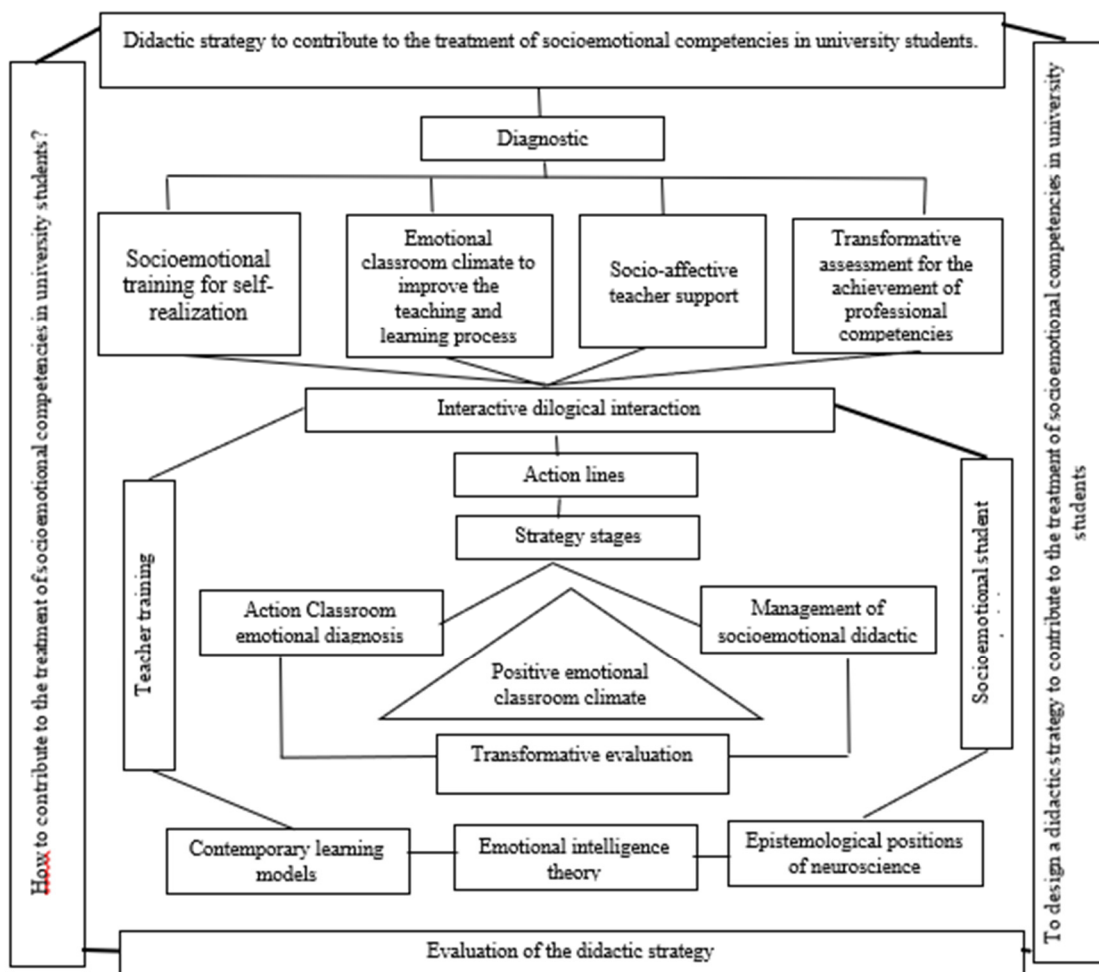


Figure 2. Theoretical Functional Design of the Didactic Strategy

Psychoeducational foundation of the didactic strategy: The dialogic, reflective and heuristic understanding of socioemotional competencies in the teaching and learning process holds that pleasant emotions contribute to learning; while unpleasant emotions are associated with low academic performance and engagement (Mora, 2017;

Araya-Pizarro & Espinoza, 2020; Brackett, 2020; Salovey & Mayer, 1997; Boyatzis, Goleman, & Rhee, 2000; Bar-On, 1997; Bisquerra & Pérez, 2007; Repetto, 2009; Rendón, 2009, 2011; Zych et al., 2018).

3.5 Methodology for the Understanding and Application of the Functional Theoretical Model of the Didactic Strategy to Develop Socioemotional Competencies in Higher Education

Considering the four influential categories, which show a need or deficit in the development of socioemotional competencies in the teaching and learning processes, we propose the design of a didactic strategy with two lines of action: teacher improvement and student socioemotional training. The first one involves the preparation of teachers before applying the strategy and the second one consists of applying the three stages of the strategy: classroom emotional diagnosis; management of socioemotional didactic activities; and transformative evaluation, which are based on the three moments of development of a class session.

Stage 1: Classroom Emotional Diagnosis

It consists of the identification and awareness on the part of teachers of the emotional states experienced by students in the classroom context, through an adequate socioemotional diagnosis, by means of the use of the methodological tool "Emotional Meter", a quantitative and qualitative instrument.

Before the beginning of each learning session, teachers will ask the following question: "How are you feeling today?" and students should place themselves in one of the quadrants of the Emotional Meter in response.

The Emotional Meter is a pedagogical and didactic instrument of the RULER methodology, implemented in more than two thousand educational institutions in the United States, Australia, China, England, Italy, Mexico, and Spain. It was designed by Marc Brackett, director and founder of the Yale Center for Emotional Intelligence, professor, and researcher at Yale University. Its design was based on Russell's Circumflex Model of Emotion (1980), which measures emotional states by means of two variables: valence (indicating whether the emotional experience was pleasant or unpleasant) and activation (indicating the level of activation of the emotion).

Didactic explanation of the Emotional Meter instrument: it is divided into two axes: the horizontal axis represents the degree of pleasure of the emotion from very unpleasant to very pleasant; similarly, the vertical axis represents the level of energy, from very low to very high. It is divided into four quadrants, each one representing an emotional state respectively identified by a color:

- *Blue quadrant:* If the student is in this quadrant, the emotions felt and experienced are unpleasant and the level of energy is low. Emotions may oscillate between sadness and apathy. The student will have pessimistic thoughts, with a tendency to analyze their inner self to identify mistakes. However, the student may also feel empathy and concern for others. In addition, the physiological reactions will be crestfallen, frowning, and stooped body posture.
- *Green quadrant:* If the student is in this quadrant, the emotions felt and experienced are pleasant and the level of energy is low. The emotions are calm, assertiveness, peace, balance, serenity, and peacefulness. The student will need to solve problems in the present moment and communicate thoughts assertively. In addition, the physiological reactions will be, comfortable posture, slow breathing, maybe sketching a slight smile.
- *Yellow quadrant:* If the student is in this quadrant, the emotions they feel and experience are pleasant, and the level of energy is high. The emotions are of happiness, joy, surprise, enthusiasm, and optimism. The student, due to the level of energy, will have a need to express ideas and thoughts in a spontaneous, participatory, and collaborative way, and will want to anticipate and experience happy events. In addition, the physiological reactions will be upright walk, bright eyes, and wide smile.
- *Red quadrant:* If the student is in this quadrant, the emotions, they feel and experience are unpleasant, and the level of energy is high. The emotions are of anger, rage, and fear, but they may also experience passion and competitiveness. The student will need to compete and express their ideas, they will defend their position, because the student is in a state of high alertness and willingness to convince others that their point of view is the correct one. In addition, the physiological reactions will be tension in the body, furrowed eyebrows, shortness of breath and rapid and intense heartbeat.

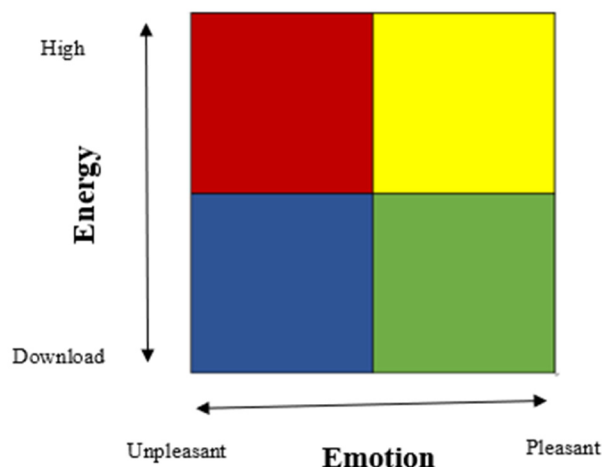


Figure 3. Emotional Meter

Adaptation of Brackett's (2020) emotional meter.

In this regard, the *Emotional Meter*, as a methodological tool for the diagnosis of the classroom emotional state, allows the teacher to:

- Recognize the emotions experienced by students before starting the class session and methodological activities: the *Emotional Meter* records the student's emotional states, from the student's perception, which reduces the emotional attribution bias of teachers, i.e., identifying an emotion in the student and attributing the student's own emotional states to it.
- Understand the emotion: the teacher in the classroom context, proactively and through dialogue, will be able to know the corollary and the sources of activation of the students' emotional experience and manage accompanying actions during the class session. In this context, the teacher's role is oriented to understand the students' emotional response and analyze the situation that activated it.
- Manage an emotional vocabulary in the classroom: the teacher, from their pedagogical practice, will be able to promote the adequate use of an emotional vocabulary, with the purpose that students, through observation (vicarious learning), learn to communicate their emotions in a pertinent manner in the classroom.

Stage 2: Management of socioemotional didactic activities

It is based on the diagnosis of the emotional states of the classroom. Based on this, teachers will manage didactic activities designed and proposed below:

Red Quadrant: Cooperative learning and discussion

In the red quadrant, students experience unpleasant emotions, and their energy level is high. Their emotions of passion and competitiveness will contribute to managing learning activities that include debate, because they will need to compete and express their ideas and defend their position. Likewise, their emotions of anger and fear will put them in a state of high alert and willingness to convince others that their point of view is the correct one. In this regard, the didactic activities to be managed in the classroom should include debate and cooperative learning (Cabero, 2003; Cabero and Llorente, 2007; Esteban and Ortega, 2017).

Debating contributes to the integral training of students through the development of analytical, critical and reflective thinking (Rodríguez, 2012). Likewise, debating stimulates emotional expression and if it is related to the contents learned in the classroom, it allows connection, through research and expression of arguments and counterarguments, of students with real problems (Vásquez et al., 2017). Role plays, sociodramas, case studies and round tables are didactic activities that involve debate and take advantage of unpleasant emotions and high level of energy because, through them, students activate their cognitive and emotional processes associated with the defense of a controversial issue in favor or against.

Yellow Quadrant: Participatory dialogue

In the yellow quadrant, students experience pleasant emotions, and the level of energy is high. Their emotions of happiness, joy, surprise, enthusiasm, and optimism will contribute to managing didactic activities that include dialogue, due to the need to express ideas and thoughts in a spontaneous, participative and collaborative way. Likewise, anticipating and wanting to experience happy events will promote a pleasant classroom climate, facilitating the teaching work to execute collaborative and dialogic activities.

In the classroom context, dialogue is a natural act of conversation between teacher and students aimed at discovering and understanding ideas, thoughts and emotions. It is also a pedagogical action that promotes the free expression of thoughts, ideas and emotions. In this regard, brainstorming takes advantage of students' pleasant emotions and high energy level; however, the way in which they are posed will affect participation, so it is necessary for teachers to consider the emotional state of students before executing them (López, 2012). Additionally, critical reading based on the management of questions is a didactic activity that takes advantage of pleasant emotions and contributes to manage a positive functional dialogic climate in class, because it allows participation, reflection, and free and spontaneous expression.

Blue Quadrant: Metacognition

In the blue quadrant, students experience unpleasant emotions, and their energy level is low. In this regard, their emotions, which oscillate between sadness and apathy, will contribute to identifying errors in their learning process, because they tend to generate self-reflective thoughts about themselves and their actions. If students are in the blue quadrant, the teacher will manage didactic activities that develop metacognition.

Metacognition is the student's ability to become aware of, self-regulate and reflect on their cognitive processes (Flavell, 1979; Casanova et al., 2017; Macías et al., 2007; Roque et al., 2018). From the theory of meaningful learning, the teacher must guide and develop skills of instrumental order (using previous knowledge imbued with emotion to establish new solid cognitive structures) and self-observation (self-regulation of one's own learning) (Roque et al., 2018). Therefore, the teacher to achieve metacognition must accompany all their didactic activities with the Socratic method. This method consists of asking students self-reflective questions that allow them to analyze and cognitively and emotionally evaluate their own learning processes.

Green Quadrant: Communicative textual

In the green quadrant, students experience pleasant emotions, and their energy level is low. Their emotions of calm, peace, balance, assertiveness, and gentleness will contribute to constructing and develop meaningful texts, because they have the need to communicate thoughts and solve problems assertively. According to Inga (as cited in Llacta, 2021) the construction, comprehension, and reflection of meaningful text allow the communication of emotions. In addition, it develops cognition (knowledge construction) and socialization (communicative, assertive, and sociocultural aspect) (Ccama and Challco, 2018; MINEDU, 2016). The creation and generation of new ideas, through the construction of texts imbued with emotions, allow cognitive and emotional interaction and socialization with others.

The essay allows students to analyze a problem, argue and communicate their emotional and cognitive opinion in written form, which contributes to take advantage of the emotions of calm and predisposition, as they must solve a problem assertively in the present moment. If the students are in the green quadrant, the teacher should take advantage of the emotions and promote, apart from the essay, other didactic activities that, through the writing of texts, develop problem-solving thinking and assertive emotional communication.

Stage 3: Transformative assessment

At this stage, the teacher will manage a transformative assessment, which values the socioemotional and cognitive aspect of the proposed didactic activities, improving the teaching-learning process, promoting a pleasant evaluative experience, and improving the classroom emotional climate. In this sense, teacher accompaniment and continuous feedback are essential strategies to execute it and thus help students to overcome difficulties, recognize aspects of improvement and develop metacognition. Therefore, the evaluation process should adopt two characteristics: relevance and transcendence through the following questions. Below are some recommendations for managing a transformative and socioemotional evaluation.

3.6 What Will the Teacher Evaluate?

Evaluation is a cross-cutting process aimed at assessing competencies. Competency comprises knowing, doing, being and living together (Delors, 2013), encompassing the cognitive and socioemotional dimensions of learning, which are related to decision making and self-realization of students. If the evaluation process does not consider the

emotions experienced during the management of activities, it will only measure the fulfillment of objectives, which will turn the evaluation into an unpleasant, memory, and repetitive process.

In this regard, a transformative assessment as a systematic, participatory, holistic, and continuous process improves the quality of educational management and contributes to better academic performance (Cedeño et al., 2020). Therefore, it is necessary for teachers to consider two characteristics when evaluating. The first one is *relevance*, i.e., assessing the emotional and cognitive competencies of students in relation to the real needs of the professional environment; the second one is *transcendence*, assessing the intrinsic superior qualities of self-improvement and human and professional self-realization of the student.

3.7 How to Assess Socioemotional Competencies Through a Transformative Assessment?

Feedback is a fundamental part of the evaluation process. In this context it becomes an inherent activity in the teaching task (Addine, 1997; Cruzata, 2007; Bixio, 2010; Gonzaga, 2003; Feo, 2010; Tobón, 2010). To initiate feedback the teacher should generate spaces for free and interactive dialogue in the classroom (Sadler, 2009), spaces that will contribute to know and socialize the emotional experience of students in relation to the didactic activity carried out. Likewise, asking reflection questions (Socratic questions) may lead to the metacognition of learning (Anijovich, 2017, 2019).

During the development of the feedback process, the teacher from their experiences should guide students to the achievement of their goals (Vygotsky, 2001) and enhance their socioemotional competencies (Juárez, 2016) from the assessment of their strengths and aspects for improvement.

3.8 Why Assess Socioemotional Competencies in Transformative Assessment?

Transformative assessment, based on feedback and accompaniment, is an opportunity for teachers to value and develop in the classroom:

- *Emotional self-management*: Ability to identify and understand one's own emotions, thoughts and values through impulse control and effective management of interpersonal relationships in the classroom.
- *Anthropic self-determination*: Ability to perceive, identify, analyze, reflect, and make conscious, responsible, constructive and above all ethical decisions in difficult and challenging socio-educational situations.
- *Prosocial behavior*: ability to interact and maintain healthy and supportive relationships related to understanding the feelings, interests and needs of others, through empathy.
- *Social-emotional training for self-actualization*: Capacity for self-regulation and self-management of emotions in the classroom through positive relationships, pro-social behaviors that promote self-actualization and satisfaction with learning.
- *Pleasant classroom emotional climate*: A space where teachers and students, in addition to developing knowledge, skills, abilities, skills, attitudes and aptitudes, share moods and values that are aimed at developing socioemotional learning that allows them to generate and maintain constructive, positive, and healthy relationships.
- *Socio-affective teacher accompaniment*: Strengthening bonds in the classroom promotes the development of socioemotional competencies aimed at discovering and understanding students' strengths and areas for improvement, building positive relationships, and helping to shape life projects.

3.9 Evaluation of the Didactic Strategy

For the evaluation of the didactic strategy aimed at developing socioemotional competencies in Higher Education, the *transformative socioemotional target* will be used.

The *transformative socioemotional target* is an evaluation instrument that assesses the four influential categories in research with relevance and transcendence Socioemotional training for self-realization.

- The emotional classroom climate improves the teaching-learning process.
- Socio-affective teacher accompaniment.
- Transformative assessment for the achievement of professional competencies.

Likewise, as it is an accurate, fast, and visual instrument, it allows the comparison of the strategy at two different times (before and after):

3.10 Methodology for the Application of the Transformative Socioemotional Target

It consists of drawing a target with four concentric circles, each circle will be painted in a different color and will

indicate the level of achievement (outstanding, achieved, in process and beginning). Subsequently, it will be divided into four quadrants by means of a vertical line and a horizontal line that will divide the central axis. The quadrants will evaluate the four influential categories in research. The upper right quadrant will evaluate the emotional formation for self-realization; the lower right quadrant will evaluate the classroom emotional climate to improve the teaching-learning process; the lower left quadrant will evaluate the teacher's socio-affective accompaniment, and the upper left quadrant will evaluate the transformative assessment for the achievement of professional competencies. A larger colored surface in any quadrant of the *target* will symbolize that the didactic activities applied are pertinent and transcendent to develop socioemotional competencies.

4. Discussion

It is important to develop strategies that lead to strengthening the socioemotional competencies of students, since competencies are directly related to the guidelines in educational training (Correia, 2023). Emotional competence is a predictor for the adaptation of a person in the context where they are linked, i.e. high emotional competence is related to happiness, learning, psychological and physical well-being, with adequate social relationships and professional performance (Brasseur et al., 2013; Figueroa-Varela & Vera, 2023).

The study designed a didactic strategy to develop socioemotional competencies in students at a university in Lima. The proposal is based on two lines of action: teacher training, which is linked to the preparation of teachers before applying the didactic strategy, and the socioemotional training of students, which proposes the development of three stages: classroom emotional diagnosis; management of socioemotional didactic activities and transformative evaluation, which are found in function of the three moments of development of a class session. Rodriguez et al. (2022) state that didactic strategies contribute to the teaching and learning processes, planning the educational processes from the design of the pedagogical and didactic approach to the evaluation of the effectiveness of the learning achieved. Dumulescu et al. (2021) also consider that beyond the strategies used in the knowledge acquisition process, it is essential that teachers develop cooperative learning, which generates positive relationships in students and reduces negative emotions.

Different research works have demonstrated the importance and influence of social and emotional skills on academic performance (Sánchez et al., 2018; López et al., 2020). Socioemotional competencies can also contribute to the improvement of personal well-being, educational and work environment (Gandía-Carbonell et al., 2022). Therefore, it is important to investigate and propose alternatives to develop and strengthen socioemotional competencies, since many times in educational training priority is given to cognitive development (Extremera et al., 2002).

The diagnosis of the current state of socioemotional competencies revealed eleven emerging categories, seven of which are approximate to the a priori and four are influential categories in research. The latter showed a dissonance between the use of didactic strategies and the development of socioemotional competencies in the professional training of students, which causes an unpleasant classroom climate. In addition, a need for teacher's socioemotional accompaniment and the demand for a transformative assessment was evidenced. According to Fossatti et al. (2020), universities need to develop a culture of innovation, aimed at strengthening competitive strategic positioning and leadership training. Pellerone (2021) also refers that the development of transversal competencies of students is influenced by the competence of teachers and the strategies they use for the development of classes, i.e. if they are flexible, they will adapt to the demands and contingencies of the class group. Thus, an adequate teacher's accompaniment is important in the training of students, even more so nowadays when there have been great changes in university education. Liu et al. (2020) state that it is essential to incorporate new strategies in educational training that adapt to students as models of digital learning didactics.

5. Conclusions

It is concluded that the study systematized the current theoretical and methodological bases that support the didactic strategy to develop socioemotional competencies in students at a university in Lima. A didactic strategy composed of three stages was presented: classroom emotional diagnosis, management of socioemotional didactic activities, and transformative evaluation, based on the Contemporary Models of Social and Emotional Learning; the Theory of Emotional Intelligence; and the epistemological positions of Neuroscience in Learning. Based on them, the methodological processes for the treatment of socioemotional competencies in university students are made explicit.

In reference to the recommendations of the study, it is necessary that the results be presented to the institutional authorities to implement collaborative and awareness-raising proposals that motivate the participation of students in their emotional function and its link with the teaching-learning processes. Regarding the role of teachers, it is

important that they can develop socioemotional competencies through the creation of workshops that provide adequate guidance for the correct management of emotions.

Emotional skills imply a relationship with critical thinking and the healthy coexistence of students, and if they have emotional problems, they have repercussions on the different aspects of academic and personal development, and emotional competencies are needed to adapt to the different changes that arise in society, in the search for emotionally intelligent people.

In this regard, the research needs to move on to a future stage of execution and evaluation of the strategies proposed, hoping that the validity will continue to be successful for the integral and formative development of the university student.

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Authors contributions

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