

<https://doi.org/10.23913/ride.v15i29.2165>

Scientific articles

El trabajo a distancia en el Indicador de logro de la autoestima: estrategias en el nivel preescolar

***Distance work in the Self-Esteem Achievement Indicator: Strategies at the
preschool level***

***Trabalho a distância no Indicador de Realização da Autoestima: estratégias
no nível pré-escolar***

María Luisa Pereira Hernández

Universidad Pedagógica del Estado de Sinaloa, México

marialuisa.pereira@upes.edu.mx

<https://orcid.org/0000-0002-4748-539>

Dulce Carmina Franco Larrañaga

Secretaría de Educación Pública

ffran2211@hotmail.com

<https://orcid.org/0009-0000-6605-1407>

Arturo González Torres

Tecnológico Nacional de México, Instituto Tecnológico de Milpa Alta, México

cann.azteca13@gmail.com

<https://orcid.org/0000-0002-3337-7600>

Resumen

La investigación se enfoca en el indicador de logro de la autoestima. Sus objetivos son entender las diferentes concepciones de los docentes de preescolar en relación con el desarrollo de la autoestima, además de describir y analizar las estrategias que emplean y su modo de aplicación. Se realizaron entrevistas a los docentes para explorar sus ideas sobre la educación socioemocional y sus prácticas, las cuales se contrastaron posteriormente con observaciones. Es un estudio cualitativo que sigue el método de estudio de caso, utilizando observaciones, entrevistas y cuestionarios en línea. Los participantes fueron nueve maestras con títulos en educación preescolar y los resultados muestran una comprensión empírica de

la educación socioemocional, lo que resulta en una práctica deficiente en cuanto al logro de la autoestima.

Palabras clave: Concepciones del profesor, desarrollo de la autoestima, docentes, educación preescolar, educación socioemocional.

Abstract

This project focuses on the achievement indicator of self-esteem. Its objectives are to understand the different conceptions of preschool teachers regarding the development of self-esteem, as well as to describe and analyze the strategies they use and how they apply them. Interviews were conducted with teachers to explore their ideas about socio-emotional education and their practices, which were later contrasted with observations. This is a qualitative study following the case study method, using observations, interviews, and online questionnaires, and the participants were nine female teachers with degrees in preschool education. The results show an empirical understanding of socio-emotional education, which results in poor practice in terms of achieving self-esteem.

Keywords: Development of self-esteem, kindergarden education, teachers, socio-emotional education, teacher conceptions.

Resumo

A pesquisa se concentra no indicador de realização da autoestima. Seus objetivos são compreender as diferentes concepções dos professores de educação infantil em relação ao desenvolvimento da autoestima, além de descrever e analisar as estratégias que utilizam e seu modo de aplicação. Foram realizadas entrevistas com professores para explorar suas ideias sobre educação socioemocional e suas práticas, que foram posteriormente contrastadas com observações. Trata-se de um estudo qualitativo que segue o método de estudo de caso, utilizando observações, entrevistas e questionários online. Os participantes foram nove professores com formação em educação pré-escolar e os resultados mostram uma compreensão empírica da educação socioemocional, o que resulta em práticas precárias no que diz respeito ao alcance da autoestima.

Palavras-chave: Concepções docentes, desenvolvimento da autoestima, professores, educação pré-escolar, educação socioemocional.

Introduction

This research arises from experiences observed during teaching practice, as well as the activities, behaviors and relationships between teachers and their students, during the pandemic. The idea is to know the different strategies carried out in remote work, in relation to the indicator of achieving self-esteem, by the preschool teacher.

The teacher may be part of a traditional educational system, which is reflected in their way of teaching, both in the classroom and in distance learning during the pandemic. As a result, students have difficulties in accessing socio-emotional education, with self-esteem in preschool children being an indicator of success. According to the Secretariat of Public Education (SEP) (2017), emotions play a fundamental role in the ability to manage socio-affective relationships in learning. Therefore, the teacher must promote relationships of coexistence that strengthen socio-emotional education to help students understand the environment in which they develop.

Low self-esteem in children can lead to more serious problems such as depression, shyness and, in adolescence, a tendency towards substance abuse; Detecting and addressing low self-esteem in children is essential to be able to provide them with the necessary support based on the European Institute of Education (IE Education, 2023) and although there is no specific data for children from 4 to 6 years old on self-esteem problems, it is necessary to consider the data presented by the World Health Organization (WHO, 2021) on depression, this is a health problem that affects the person who suffers from it, causing suffering and altering their activities and can even lead to suicide, this being the fourth cause of death in the age group from 15 to 29 years.

The WHO (2021) findings underline the importance of addressing self-esteem from an early age to prevent emotional and social problems in adolescence or adulthood. When children have low self-esteem, they may experience significant emotional and social difficulties: they may self-criticize, doubt their abilities, and have trouble defending themselves (Nemours KidsHealth, 2023). The above perceives the need to incorporate socio-emotional education, to work on self-esteem in the curriculum from preschool education.

Self-esteem is intrinsically linked to the way individuals relate to their emotions and how they feel in social situations. Fostering adequate emotional adaptation can help children develop positive self-esteem, which is why new forms of education are emerging that seek

to foster adequate emotional and social adaptation, considering that emotional learning reduces depressive and anxious symptoms, a well-implemented program could improve mental health, well-being and behavior (Morales, S/F). According to the SEP (2022), education is essential in the holistic development of a person, including the affective and emotional part. Well-being and good treatment encompass the recognition of the right to be well physically, mentally, emotionally, affectively and sentimentally. Therefore, it is necessary to rethink an education that guarantees the right to acquire academic knowledge and those that increase their social and emotional skills.

The present study is justified in a current context that demands an educational approach from a humanistic perspective, where both people and human relationships are placed at the center of the formative effort. Socio-emotional education emerges as a crucial catalyst for the development of human potential, providing the internal resources necessary to face adversities throughout life. In addition to improving academic performance by strengthening students' concentration and motivation, this education also plays a fundamental role in reducing bullying by fostering empathy and social skills. Preparing students for adult life becomes more effective by equipping them with socio-emotional skills, essential for both job success and healthy personal relationships, in addition to promoting mental health and well-being, which becomes a priority, helping young people to manage stress and anxiety effectively.

The research focuses on the following question: What strategies do preschool teachers use to promote the development of self-esteem among their students?

Cognitive approach to emotions

According to Schachter and Singer (1969, as cited in Papanicolaou, 2004), those who have studied emotions raise the question of the origin of emotions, seeing the person as an agent capable of making decisions and shaping his or her own destiny. Their approach explains emotions by distinguishing between concrete emotional experiences and abstract entities such as ideas and thoughts, which arise from cognitive processes that evaluate the meaning of stimuli and argue that emotions have their origin in the interpretation of the peripheral physiological responses of the organism and in the cognitive evaluation of the situation that generates these responses.

Socio-emotional education

Emotion is understood as a multidimensional experience with three response systems: cognitive/subjective; behavioral/expressive and physiological/adaptive; it is necessary to address the dimensions through which it manifests itself since each one acquires relevance in a given situation; any psychological process involves an emotional experience of greater or lesser intensity and of different quality (Chóliz, 2005). Given the complexity of the subject's emotional experiences, it has been necessary to include teaching related to socio-emotional aspects within educational programs.

The purpose of socio-emotional education is the recognition of one's own emotions as well as those of others, allowing for assertive and self-regulated responses, favoring social and interpersonal relationships (Álvarez, 2020). If children are taught from an early age to recognize their own emotions and those of others, by the time they reach adolescence they may have fewer emotional problems such as depression and stress.

Emotional learning is considered the process in which different skills are acquired from cognitive ones. The objective is to distinguish and regulate emotions, show interest and concern for others, develop healthy relationships, make decisions responsibly and handle challenges constructively (Álvarez, 2020). The above will allow the development of more integral people, which is why Chao (2020) believes that an education is necessary, in addition to being academic and disciplinary, one where the central role of emotions and the management of interpersonal relationships are considered.

The role of the teacher in the emotional development of the infant

The human being is in constant development, personal, professional, physical, biological and emotional. Emotional growth occurs in stages just like physical development according to the California Children Health Program (CCHP, 2006) this precept comes from the need of the teacher to know the process of emotional development of the infant. Being familiar with the stages of emotional development will allow understanding the behavior of the child, the above because it is the way in which they make their needs known, manifesting themselves through crying, laughing, screaming, among others (CCHP, 2006). It starts from the associated factor of their needs, which in some circumstances are not such and it is time to take action in the teaching of self-regulation.

For the preschool teacher, the task of socio-emotional education is complex because of the distinction between behavior emitted by a real need, which is age-related or simply a form

of manipulation. Given the difficulty of distinguishing whether a behavior is typical for a certain age or if it constitutes a problem, it is recommended to start with three fundamental questions according to the CCHP (2006): What is the reason or what does the child get from this behavior? Once the answer is obtained, the following is investigated: How do you know that this is the reason? Then the question is: What action should be taken? The process begins with continuous observation, using a field diary to record changes in behavior and related circumstances, as well as maintaining constant communication with parents to gather as much information as possible.

The approach described above offers several significant benefits in the assessment and management of child behavior. First, it provides clarity by helping to differentiate between age-typical behaviors and those that might indicate deeper problems; second, it allows for more personalized intervention by clearly identifying the reasons behind children's behaviors, which facilitates the adaptation of educational and behavior management strategies; and third, improved communication with parents and caregivers is another key benefit, by providing them with detailed information and concrete observations that promote effective collaboration in addressing the child's needs. Helping to detect potential problems can result in earlier and more effective interventions to promote comprehensive child development and well-being.

Methodology

Materials and methods

The study is framed within a qualitative methodology, widely used in the educational field and one of the predominant methods in the social sciences. According to Denzin and Lincoln (2005, as cited in Rodriguez and Valdeoriola, 2009), qualitative research is distinguished by its interpretive and naturalistic approach to the world, where phenomena are analyzed within their natural context with the purpose of achieving a deep and meaningful understanding.

As for the method, the case study is used again, according to Stake (1999) they are of interest in education and mostly to people and programs that are to a certain extent unique and what is interesting is to listen to their stories. For this particular study, listening to preschool teachers who were using digital technology for the first time in their daily practice and how they managed to carry out socio-emotional education.

The selected subjects are nine preschool teachers from the city of Culiacán, Sinaloa, who agreed to participate in the research. The nine people are female, eight of them have degrees in preschool education and one is a teacher in education; the length of service varies between ten and twenty-eight years.

Procedure

Initially, a thorough review of the state of the art was carried out as a first step, followed by a search for relevant literature to establish the theoretical framework. In the second phase, the design and validation of instruments was carried out using judges' criteria. Subsequently, the performance of nine teachers in four kindergartens was observed and they were interviewed. Finally, a thorough analysis of the data collected was carried out to prepare the final report of the study.

Discussion Analysis of results

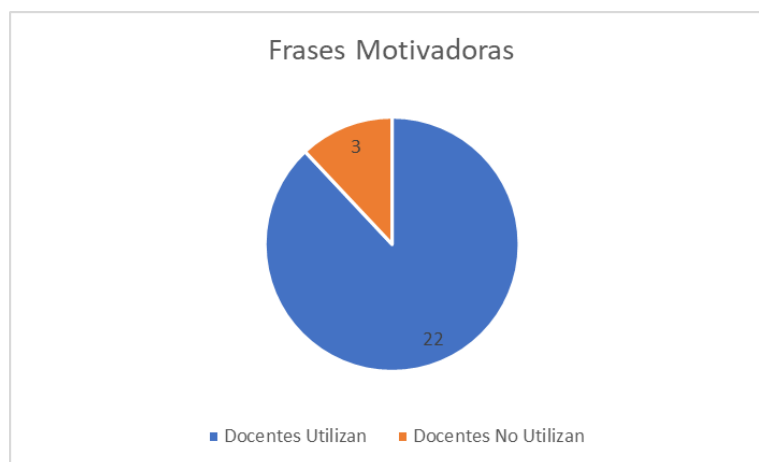
Motivational phrases

Language, whether oral or written, allows people to communicate their needs. The greater the communication capacity, the better the expression of feelings and emotions in an assertive manner. This is represented in the responses of the teachers when they were questioned about the strategy used in teaching socio-emotional learning, considering the indicator of self-esteem achievement. In the responses, it can be seen how they use positive phrases to raise the self-esteem of the child:

Subject 1: "I use motivational phrases like you are a champion, you do it very well, you are a great teacher, you surprise me, I think it is important how you address them. Motivation is possible in everything."

Subject 1: ... "I tell him: "you are very participative" ... The teacher's language is essential."

The responses given by the teachers agree with the observations made (see figure 1), one of the general characteristics during the practice were the words of praise, when entering the session they said phrases such as "I'm glad to see you", "you look very good", and during the class when completing some activity "how well you did", "wow, how nice", "very good, how intelligent".

Figure 1. Teachers *who use motivational phrases.*

Source: Own elaboration (2024).

Positive language brings out the best in people and emotions are behind it, it can transform people, it is also there to choose the right words and build positive messages in any environment, family, social and, in the educational field, especially in the classroom; it helps to see the favorable side of each person, in education and the development of emotions are relevant and important when used by the teacher in the classroom, students feel and assimilate learning in a better way; it allows to transmit emotions, feelings, optimism, motivation and energy, likewise, it allows to generate a growth of confidence and creativity in the student body (Mendoza, 2020).

In the educational process, “emotions, motivations and learning positively constitute the foundations of the emotional climate that fosters trust between teachers and students and leads to combining personal goals with those of the group” (Valencia and Osorio, 2011, p. 43). The closer the link between the subjects of the educational context, the more motivation to learn will benefit.

Likewise, the use of positive and praiseworthy words was observed: “...it's good that you connected”, “...I'm glad you're present in class...”, “I like to see you happy” and they are also rescued in the answers given during the interview:

Subject 2: “...if the child does not do it well, then give him security by praising him.”

Subject 2: “Right now, what I have been doing, and especially during this pandemic, I have worked with music, with interactive activities, with praise, gaining the children's trust.”

Subject 5: “I try hard to motivate them, I always tell them: “you have to be happy, because if you are happy everything will turn out well for you.”

One of the general characteristics in the observation of preschool teachers was the excessive use of praise, which is reflected in the answers during the interviews “I speak to them in a positive way”, for the teacher speaking in this way is working on self-esteem. On some occasions, regardless of the work presented by the students, they were praised, without even correcting or telling them how they could improve. For Willingham (2020) praise can motivate, but there are circumstances that are likely to go wrong, they will not have an impact if the student perceives that they are not sincere, especially when they are global and effusive; there may also be times when praise can be demonstrably false for the student, such as praising a student for her effort, when she knows well that she did not try hard.

Teamwork

One strategy used by educators to avoid negative feelings, work on self-esteem and obtain feedback is through teamwork or with the help of other students.

Feedback is a continuous process intended to support learning, it provides information on aspects of performance or understanding (Hattie and Timperley 2007, as cited in Moreno, 2021) and seeks to help increase knowledge, skills and even develop particular attitudes; under the socio-constructivist vision, it consists of providing comments and suggestions on one's own revisions to achieve new understandings (Archer 2010, as cited in Moreno, 2021), it is above all a reinforcer and therefore can be accepted, modified or rejected (Moreno, 2021). It is then recognized that feedback also plays a crucial role in the development of self-esteem.

It is worth noting that feedback can be provided not only by teachers, but also by peers and even by the student themselves (Hattie and Timperley 2007, as cited in Moreno, 2021). This is confirmed by the following comments:

Subject 5: “I question other children who I know know the answer, so that, through other children, they can learn and realize the answer, without having to directly tell the child that their answer is wrong.”

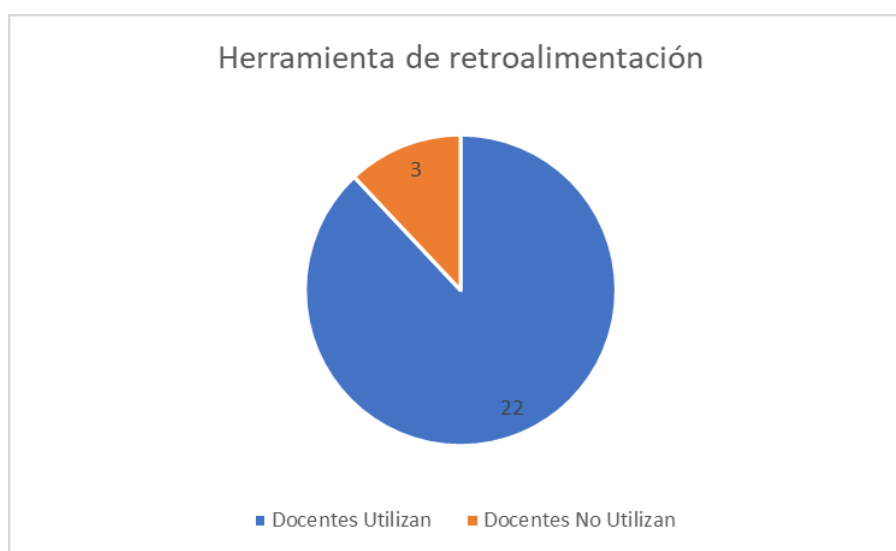
Subject 3: “Carry out game activities, team work and individual work.”

Teachers know the need to provide feedback to children, however, they avoid doing so directly, seeing the need to promote it indirectly through other group members or teamwork. Feedback between students is of great benefit in improving learning, due to being greater and more expeditious than that received by the teacher, due to being carried out by

the action of expressing and articulating to others what is known or understood (Moreno, 2021).

Therefore, the development of self-regulatory capacities is the essence of sustainable feedback and the appropriate design of assessment tasks represents a means to facilitate it (Carless et al., 2011, as cited in Moreno, 2021). Preschool-aged students need feedback at the moment, in this way the formative academic process is fulfilled, according to the dimensions of development (Osorio and López, 2014). However, achieving autonomy and self-regulation of student learning is a process that requires time and adequate support. Figure 2 represents the result used by teachers, which highlights that 88% do use feedback in their teaching practice.

Figure 2. *Feedback tool.*



Source: Own elaboration (2024).

Stories and tales

Using stories and tales is another way to encourage the development of self-esteem. Childhood is characterized by fantasy, at this stage different characters are assumed and qualities are often assigned to inanimate objects (Cordova et al., 2021). It is from these characteristics that the use of stories and tales as strategies generates favorable results, which is confirmed in the following response:

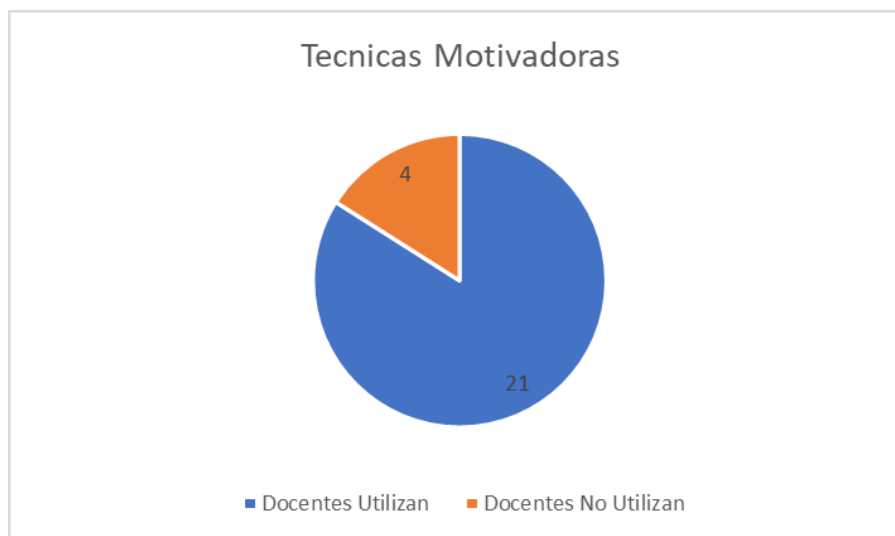
Subject 1: We can work on that through stories, through tales, he is invited to help others, to have clearer thoughts, he has to know what he is capable of.”

The little ones like to explore, express and learn to manage a wide range of emotions (Cordova et al., 2021) and stories are an easy and dynamic way to lead the infant to explore their own emotions. Girls and boys identify with the story and its characters in the stories,

they take on the role of the protagonists, they identify with them and in this way they manage to experience emotions and establish feelings and emotions (Maqueda, 2017). The emotions expressed through stories can be beneficial if the teacher helps them regulate them.

Figure 3 indicates that 84% of teachers use motivational techniques in their classes.

Figure 3. Motivational *techniques*.



Source: Own elaboration (2024).

Stories that address emotions are tools that strengthen children's feelings, teaching them empathy by allowing them to experience the emotions of the protagonist and channel the emotions they encounter in various stories. The teacher, by using the story as a strategy to regulate emotions, is a mediator between the story and the child. He or she will be directly responsible for being able to discern between the emotions of the character and the emotions of the students.

Trust

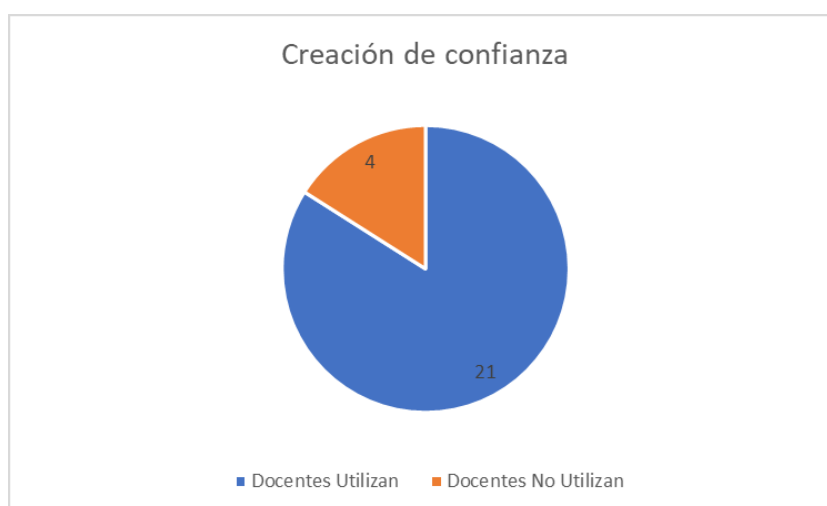
Another strategy used by teachers in the self-esteem achievement indicator is the development of confidence and it should be promoted from the earliest years of a person's life. In the classroom, it is necessary to create environments of trust, where skills can be developed in the recreation of one's own environment and thus guarantee learning (Mujía and Urrea, 2015).

Subject 2: "First, we have to instill in him that he is an intelligent child, that he can do it, let him know that we are all different, that some children are faster than others, but that we are all good at what we do, that we are all intelligent."

Subject 3: "...I make him participate, I accompany him and I encourage him to be better."

Working on building trust in the classroom should be the main essence of its nature, the greatest historical concern with the certainty that everything expected will come in addition (Mujía and Urrea, 2015). Building trust requires both the perception and the interpretation of situations and people; the representation of what the other is for one is based on early life experiences that have become references to give meaning to the world (Conejero et al., 2010). Figure 4 represents the use of trust by the teachers surveyed, highlighting that 84% do use it.

Figure 4. Building *trust*.



Source: Own elaboration (2024).

Representations can evolve as experiences and, consequently, meanings change; the better the experiences in the school environment, the greater the increase in individual confidence and self-esteem and student learning.

Behavior

It is not easy to detect a behavioral problem, due to the difficulty of predicting whether it is normal according to the stage of development and the process of adaptation to environmental conditions. Behavioral problems can be described as a set of socio-emotional difficulties that manifest themselves in different behaviors of girls and boys, and that usually generate difficulties between parents and children, with peers, among others (Gómez et al., 2014). It is part of the work of the teacher and the parent to remain in observation in relation

to the manifestations of behaviors foreign to the stage of development of the infant and among the responses obtained as strategies of the indicator of achievement of self-esteem, teachers consider behavior as a reference, in their practice.

Subject 3: “Children with low self-esteem behave differently than others... I take that into account...”

Subject 6: “I try to get them to control their behavior themselves.”

The perception of behavioral problems, from the educator's point of view, corresponds to a relativized judgment and opens the possibility of knowing different visions (Gómez, et al., 2014). When it comes to a child in full development, it is not easy to determine when the behavioral manifestations are expected for their age range or if they correspond to dysfunctional behaviors (Muchiut et al., 2019). Although the educator's job is complicated to issue recognition judgments, based on normal or dysfunctional behavior, this is valuable due to the teacher's experience in dealing with boys and girls of a particular stage (preschool), in the same way it gives it some validity when contrasted with the observations of other teachers and ultimately with those of the parent or mother of the family. The above, according to their responses when observing different behaviors.

Linking the socio-emotional with the academic

Both the teaching process and the learning process are inseparable from the emotional part of the individual. Emotions are present in each student and need to be balanced when developing any activity; if emotions are not known, understanding and learning will surely not be achieved appropriately (Rotger, 2017). Subject two is the only person who relates the emotional with the academic, emphasizing the subject of mathematics.

Subject 2: “When I teach mathematics, I articulate the socio-emotional with mathematics. I think that my student will not learn to count if he or she is not emotionally well.”

Ideally, it would be possible to work on any subject, however, since it is considered the most complicated, it is important to first ensure that students have a good environment so that their emotions are stable.

Emotions are present and influence positively or negatively, blocking or motivating learning in students; the basic emotions are fear, aversion, anger, sadness (negative emotions), surprise (neutral emotion) and joy (positive emotion). If the person is in a negative emotional state, learning will be blocked and if, on the contrary, it is a positive state, it will

work as a motivator (Rotger, 2017). The more the student's emotional state is previously worked on, the less difficulties they will have when establishing learning; although this implies dedicating some time, the results will be significant.

Questioning directly with the child

An effective strategy to recognize the emotional side of preschool students is to question them directly about their feelings and emotions, in the most direct way possible and above all on a personal level, avoiding the presence of the rest of the group. The above is done by teachers according to their answers:

Subject 7: "I talk to the children, I ask them how they feel."

Subject 9: "I question him and say: - What is happening? and I insist on giving him the best response possible, without making him feel pressured."

Subject 8: "When the child feels upset, sad, he is questioned about what is happening to him, why he is calling attention, why he is quiet... he is questioned to find out what is happening."

For Bisquerra and Pérez (2007), emotional awareness implies the ability to recognize both one's own emotions and those of others, and by becoming aware of personal emotions, one can perceive, identify and classify them. One way to recognize and become aware of feelings and emotions is through intervention using the following questions: How do you feel about...? How does that make you feel? Díaz (2011) maintains that the first step in assessing behavior is observation, with the intention of beginning the process of knowing what the person is like and what they truly communicate verbally and/or non-verbally; later, an investigation is carried out through an interview, looking for elements that influence behavior; with the information obtained, significant elements are interpreted and identified, and finally, the intervention is established.

It can be seen that teachers, when observing different behavior in children, question them and try to find out why these behavior changes occur, in order to intervene in the recognition of their own emotions and achieve a better use of learning.

Communicating and recognizing one's own emotions and those of others are essential actions in the maturation of the individual in order to integrate into society and be happy in it (Rotger, 2017). During the first five years of life, it is essential to provide stimulation, motivation, affection, recognition and foster curiosity in the child, among other aspects, to guarantee a development rich in learning and significant experiences, so it is crucial to take

advantage of this initial stage of the individual, since it is in it that the foundations that will support future learning are established.

Talking directly with the parent

Another strategy is to question the parents, who have the direct responsibility for education. It is based on the fact that parental control based on support, affection, dialogue, closeness, respect, tolerance, understanding and involvement, influences the healthy growth and development of children (Campano and Ubach, 2013). For these reasons, teachers include parents in the development of behavior, emotions and learning:

Subject 2: "...I go to the father and tell him, ma'am, don't turn on the camera if the child doesn't want to participate, or throws a tantrum, avoid turning on the camera, but at least let him hear my voice so that he feels prepared and then we can work. At this preschool stage, the child is not independent and depends on his mother to connect to classes, so the work is with both of us..."

Subject 1: "At the parent meeting I tell the parents: "How great that we manage to make good men and women, but it will be based on behavior, on established rules, on recognizing their situations, on dialogue, on recognizing what they can do with help and without help, above all, on expressing confidence."

Guidance, orientation and advice to parents is necessary at some stage of the development of their sons or daughters, whether due to minor problems, major difficulties or even to improve as active subjects of a nucleus (Campano and Ubach, 2013). Since parents are directly responsible for the development of their daughters and sons, they must be constantly preparing themselves at each stage of their development. In this regard, teachers play a crucial role in diagnosing behaviors and attitudes that do not correspond to the stage that the students are going through and, based on observation and interviews, they can intervene together with the parents.

Personal work

As teachers, we are not always prepared to deal with emotional or psychological situations in children. In these cases, talking to the parents is essential, especially when the support of a professional is necessary to make a more accurate diagnosis and provide appropriate help. Likewise, constant training is necessary, and above all, the development of emotional awareness in the teacher himself. The above is relevant to the following answer:

Subject 2: As a teacher, I feel that I must be emotionally well in order to work with children.

Helping is an art and it is necessary to know it, learn it and practice it. As human beings we depend on the help of others, but it is also essential to help. Those who do not help or cannot help, isolate themselves and atrophy. Helping, then, serves others and the person themselves, becoming reciprocal. Sometimes the person feels limited to being able to help. First, one had to have received and taken help, only then does one feel the need and the strength to help others. It is also necessary that those who want to help need it and want to receive it, otherwise help is useless (Hellinger, 2003).

If teachers want to help, they need to prepare, train and work on their own personal development, to be able to recognize their own emotions and those of their students, as well as foster appropriate environments for emotional education.

Discussion

The results obtained highlight the need for training in teaching practice regarding socio-emotional development in students. Although among the most commonly used strategies is the use of positive words such as praise, this is not enough and in some cases counterproductive, as observed in the feedback process omitted by the teacher to the students, with the reason for avoiding frustration, he prefers to praise and not give direct feedback for fear of frustrating or making the child go through a negative feeling and in this way providing confidence.

Becerra, (2017) in his study concludes that having self-confidence comes from feeling competent, children do not develop confidence by being told that they are smart, brilliant or very good, but based on their achievements, both small and large; it is nice to hear words of encouragement, but it has more meaning when they refer to specific efforts or new skills. For Henderlong and Lepper (2002), the child will reject praise if it is not true. Willingham (2020) states that false praise is palpable by students when they know that their efforts were null, only sincere praise is positively affected and can go wrong when used in motivation or self-esteem.

Teachers try to develop trust in students and parents. Mujía and Urrea (2015) consider that trust in the preschool stage is linked to friendship between children and when there are degrees of mistrust it is due to relationships where there has been abuse, physical aggression or inappropriate treatment such as teasing, nicknames. Conejero et al. (2010) assure that trust

generates a climate suitable for learning, gives security, facilitates communication between the actors in the educational process.

The teachers interviewed consider the strategy of working in a team as a way of not dealing directly with feedback. They prefer not to be the ones to tell the students that the answer given is incorrect. They prefer to continue with the praise even when they observe inconsistencies in the answer and later ask for help from another boy or girl. Likewise, a feasible way of supporting feedback is teamwork or through play. Castellaro and Dominino (2011) observed in their study that teachers face students with different degrees of academic performance and collaboration between peers is of great value, especially with low-performing students, who benefit from their higher-performing peers. However, inequality is not a guarantee; extreme values would delimit the achievement of academic success.

From another perspective, collaboration through play is a highly valued strategy in preschool for Rivera et al. (2022) in their research, they highlight that preschool students are in a receptive, curious and experimental stage where the development of the ability to interact with peers and thinking skills through play begins; it is from this perspective that play must be a fundamental part in the formation of the human being at this stage of development to know and strengthen the control of emotions.

Another strategy implemented for the development, control and awareness of emotions was the reading of stories and comics. Hernández (2018) states that when choosing a story it is very important to take into account the age of the children to whom it is directed, the clarity of the emotions so that the children know how, what and why the character feels the way they do at all times, and finally, illustrations that show the gestural expression of the characters in relation to the text. Córdova et al. (2021) in their research claim that through an intervention using the story to regulate emotions, girls and boys achieved emotional development by knowing, recognizing and managing their basic emotions and even managed to identify the possible reasons. This is how it is rescued that the use of stories and comics for the development of socio-emotional skills is essential in the preschool education stage.

However, in order to develop socio-emotional skills, it is necessary to know the personality characteristics of children in preschool, as well as the individual characteristics of each student. At an early age, emotions must be known, differentiated and channeled, and one must learn to express opinions, ideas and feelings, as well as empathy with the environment (Hernández, 2018). For Rodríguez (2015) it is necessary to know that the expressions of infants change at every moment and rage or anger are the most constant,

leading the child to act impulsively, generating aggressive behaviors. The second most prevalent emotion is joy due to the playful activities of preschool; other emotions such as surprise, disgust and fear are less noticeable.

The teacher's job is to understand through observation the personality and temperament of the students and which of these needs to be regulated. Although classroom work related to socio-emotional development may be sufficient, sometimes the intervention of a health professional is necessary. If their natural environment is considered, as part of the natural development of emotional awareness, it is necessary to question their parents in order to understand the child's personality, but if preschool is considered one of the usual development environments, the information provided by the teacher is very beneficial, becoming an additional contribution to the child's behavior (Muchiut et al., 2019). For their part, Conejero et al. (2010) assure that the creation of trust is a long and complex process in which parents undoubtedly play a fundamental role, from very early on and at every moment of the development of the lives of children and young people.

The development of socio-emotional skills represents a significant challenge for preschool teachers. Likewise, this study highlights the importance of addressing this task in the self-development of emotional awareness, in order to promote better strategies and techniques in students, but above all, to constantly prepare themselves in this area.

Padilla (2021) insists on the need for training by the teacher to give the best response in the classroom; it is essential that he or she be competent in mastering emotions in order to provide tools and resources according to the reality of the classroom he or she has; in addition, the communication and coordination of all subjects in the educational context must unite in the same common objective. The results presented by Calderón et al. (2014) confirm that the knowledge received in university education is insufficient and does not have adequate preparation for socio-emotional work. Thus, it is the responsibility of the teacher to constantly train and work on his or her own personal growth, for adequate performance in relation to the development of socio-emotional skills.

Conclusions

Today's education demands a humanistic approach, which is based on the potential, interests and individual characteristics of students, requiring greater preparation on the part of teachers and awareness to work on the socio-emotional development of their students. Information is observed and obtained about a lack of awareness and preparation in teachers to be able to delve deeper and dedicate more time to emotional aspects, serving as a foundation for the development of capacities.

Praise is good, but expressing that they have to be happy because if they are happy everything will turn out well for them, does not allow us to validate the emotion that the child presents in the different circumstances that they experience.

All children experience emotions in the same way, but they validate them differently. Indirect feedback is valid, but the teacher needs to detect characteristics of reaction to an emotion. Asking the student directly allows him or her to get to know him or her, avoiding minimizing or invalidating what a child feels. These are the interactions that allow the child to enter into the process of self-knowledge.

One of the most successful strategies at this stage is the opportunity for artistic expression that children can express through music, theater, and stories that allow them to understand their own emotions and those that others may feel. Going deeper into these activities, recognizing what emotions events cause them, questioning their mood allows the child to know themselves and express what they feel in a natural and indirect way.

Developing skills in the student in a formative, critical, conscious way, implies being honest when recognizing the student's error, motivating the effort. It must be a sincere support so that the student realizes what he can do or not to continue striving. It is necessary to support the learning process to generate that self-efficacy so that he can develop his confidence and security.

Knowing the characteristics and circumstances of each student from their context allows the teacher to have greater clarity of a diagnosis for better care, knowing the psychological processes that a student goes through and characteristics of the stage of development that the child presents allows, among other things, to understand the behavior of the student, but it is necessary to know that there are other factors that influence this apart from low self-esteem.

The teacher's attitudes can be learned by the student, it encourages a mentality to strive, to be better, it allows the child to discover himself, to realize what he is capable of doing, otherwise he is likely to be afraid of making mistakes or of criticism.

During the teaching practice observed in this research, the student does not identify what is right or what is wrong, because he is told that everything is fine, therefore, it is difficult for him to develop a critical sense according to the transversal axis that marks the NEM of the preschool education study plan 2022.

The ideal is to articulate any field of training with the socio-emotional aspect, emotions permeate every moment, not only when there are difficulties, linking the socio-emotional aspect with the academic allows the teacher to have a better evaluation of the child, knowing the reactions to an effort or work that the student performs, allows to know if it was easy or difficult to do it or what type of reaction or emotion he or she presents when faced with a challenge.

If the teacher does not have a good command of the contents of the socio-emotional aspect and the areas of personal and social development, which are related to the child's self-esteem, they can hardly give suggestions to the parent to develop self-esteem in the child. It is not enough to have a friendly atmosphere in the classroom and use positive words; it is necessary to go deeper and provide opportunities for self-recognition.

Future lines of research could focus on various areas to deepen the understanding and improvement of preschool teaching strategies related to students' self-esteem. First, it would be essential to investigate the long-term effectiveness of using motivational phrases and their impact on emotional and academic development, differentiating between sincere and insincere praise, and how these affect the child's perception of his or her own performance.

Future Lines of Research

The following lines of development are proposed:

Integrating social-emotional education with the academic curriculum: investigate the impact of linking social-emotional education with academic subjects, such as mathematics or science, on students' overall academic performance and emotional stability, with an emphasis on how emotional state influences learning.

Long-term effectiveness of teaching strategies on social-emotional development: Evaluating how different feedback strategies and the use of motivational phrases impact the

development of self-esteem in students over time, differentiating between sincere and insincere praise, and their effect on children's self-perception and academic performance.

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Contribution Role	Author(s)
Conceptualization	Maria Luisa Pereira Hernandez
Methodology	Sweet Carmina Franco Larrañaga
Software	Arturo Gonzalez Torres
Validation	Maria Luisa Pereira Hernandez, Arturo Gonzalez Torres (same)
Formal Analysis	Sweet Carmina Franco Larrañaga
Investigation	Maria Luisa Pereira Hernandez
Resources	Maria Luisa Pereira Hernandez, Arturo Gonzalez Torres (same)
Data curation	Arturo Gonzalez Torres, Maria Luisa Pereira Hernandez (same)
Writing - Preparing the original draft	Maria Luisa Pereira Hernandez
Writing - Review and editing	Sweet Carmina Franco Larrañaga
Display	Arturo Gonzalez Torres
Supervision	Maria Luisa Pereira Hernandez, Arturo Gonzalez Torres (same)
Project Management	Maria Luisa Pereira Hernandez, Dulce Carmina Franco Larrañaga (same)
Acquisition of funds	Maria Luisa Pereira Hernandez, Arturo Gonzalez Torres (same)