Emotional education as a tool to improve the educational process in Colombia: A documentary review

Educación emocional como una herramienta para mejorar el proceso educativo en Colombia: Una revisión documental

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Abstract

Emotional education has become a key tool to improve the educational process in Colombia, according to a documentary review carried out. The objective of this study was to analyze the impact of emotional education on academic performance, school coexistence and emotional well- being of students. The theoretical findings highlight that emotional education promotes skills such as self-awareness, self-regulation, empathy and social skills, which contributes to better personal and academic development of students. In addition, it was shown that emotional education helps reduce anxiety, stress and aggressive behaviors in the school environment. In conclusion, emotional education is an effective tool to improve the educational process in Colombia, promoting a healthier school environment that is conducive to learning.

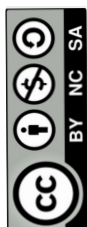**Keywords:** Education, emotion, pedagogical practice, Colombia.

Resumen

La educación emocional se ha convertido en una herramienta clave para mejorar el proceso educativo en Colombia, según una revisión documental realizada. El objetivo de este estudio fue analizar el impacto de la educación emocional en el rendimiento académico, la convivencia escolar y el bienestar emocional de los estudiantes. Los hallazgos teóricos encontrados resaltan que la educación emocional promueve habilidades como la autoconciencia, la auto regulación, la empatía y las habilidades sociales, lo que contribuye a un mejor desarrollo personal y académico de los estudiantes. Además, se evidenció que la educación emocional ayuda a reducir la ansiedad, el estrés y los comportamientos agresivos en el entorno escolar. En conclusión, la educación emocional es una herramienta efectiva para mejorar el proceso educativo en Colombia, fomentando un ambiente escolar más sano y propicio para el aprendizaje.

Palabras clave: Educación, emoción, práctica pedagógica, Colombia.

Introduction

In the contemporary educational sphere, the recognition of the importance of emotions in the learning process has gained increasing relevance. Emotional education has positioned itself as a fundamental tool to enhance the integral development of individuals, promoting skills that go beyond mere academics. In this context, there arises the need to thoroughly explore the impact of emotional education in the educational field, with the purpose of deeply understanding how it can influence the quality of teaching and learning.

The main objective of this article is to conduct a comprehensive literature review on emotional education as a tool to improve the educational process. Through a detailed analysis of previous research, empirical studies, and relevant theories, the aim is to address the importance of inte-

grating emotional education into educational systems, identify its benefits and challenges, and explore how it can significantly contribute to the academic, social, and emotional development of students. In this context, the central question guiding this literature review is: To what extent can emotional education improve the quality of the educational process and promote more meaningful and balanced learning in students? To answer this question, it is essential to analyze in-depth how emotional competencies impact academic performance, emotion management, conflict resolution, empathy, and interpersonal relationships in the school context. Additionally, the intention is to explore how the integration of emotional education into the educational curriculum can contribute to the comprehensive formation of students, preparing them more effectively to face the challenges and demands of today's society.

Throughout this article, various aspects related to emotional education and its impact on the educational process will be addressed. Firstly, a theoretical review will be conducted on the concept of emotional education, its historical evolution, psychological and pedagogical foundations, as well as the most relevant models and approaches in this field. Key emotional competencies sought to be developed through emotional education will be analyzed, such as emotional awareness, emotional regulation, empathy, stress management, and conflict resolution.

Subsequently, the benefits of emotional education in the educational sphere will be examined, focusing on how it can improve the school climate, strengthen relationships among members of the educational community, reduce violence and bullying, as well as enhance the emotional well-being and academic performance of students. Empirical evidence supporting the effectiveness of emotional education programs in different educational contexts will be presented, and the practical implications of their implementation will be discussed.

Additionally, the challenges and limitations associated with integrating emotional education into the education system will be analyzed, such as resistance to change, lack of teacher training, assessment of emotional competencies, and the need to adapt programs to the specific characteristics and needs of students. Strategies to overcome these obstacles will be explored, and recommendations will be proposed to promote greater inclusion and effectiveness of emotional education in schools. Therefore, reflection will be made on the role of emotional education in the formation of competent, responsible citizens committed to their social environment, capable of facing the challenges of an increasingly diverse and changing society.

Hence, in the Colombian context, where there are high levels of violence, social inequality, and lack of opportunities, emotional education can play a crucial role in the integral development of students. By providing them with the necessary tools to understand and manage their emotions, they are empowered to face challenges more effectively, thus promoting their well-being and academic success. Therefore, by understanding its importance and potential impact, it is expected that this study will contribute to strengthening educational policies and practices in the country, promoting a more comprehensive approach focused on the well-being of students.

Challenges of the Colombian Education System and Emotional Education

The Colombian education system faces a series of challenges that directly impact the quality of education provided to students. Among these challenges are social inequality, lack of resources, the digital divide, violence in schools, and emotional disconnection in the classroom. In this context, emotional education emerges as a fundamental tool to address these challenges and promote a more inclusive, equitable, and enriching educational environment.

Social inequality in Colombia is reflected in the marked disparities in access to quality education. According to Blanco (2022), the country has made significant progress in terms of educational coverage; however, challenges related to quality and equity persist. The lack of resources in many educational institutions, especially in rural and marginalized areas, limits students' learning opportunities and hinders the work of teachers.

The digital divide is another major obstacle facing the Colombian education system, especially exacerbated by the COVID-19 pandemic. Although distance learning strategies have been implemented to ensure the continuity of learning, many students lack access to devices and adequate connectivity, deepening existing inequalities. This situation highlights the need to strengthen teachers' digital skills and ensure inclusive and accessible education for all.

Violence in schools poses an additional challenge that affects the emotional well-being and academic performance of students. Bullying, discrimination, and peer mistreatment are issues that can generate high levels of stress, anxiety, and trauma in students, hindering their learning and personal development process. It is essential to implement strategies to prevent and address violence in schools, promoting a safe and welcoming environment for all members of the educational community.

Emotional disconnection in the classroom is also an aspect that influences the quality of education imparted in Colombia. The lack of attention to students' emotional needs and the absence of tools to manage their emotions can limit their ability to concentrate, self-control, and interpersonal relationships. Emotional education presents itself as a response to this issue, offering a comprehensive approach that promotes the development of socio-emotional skills in students (Verdugo, 2021). In this sense, emotional education is the educational process through which skills are acquired to effectively recognize, understand, express, and regulate one's own and others' emotions. By incorporating emotional education into the school curriculum, students are provided with the opportunity to develop key competencies such as emotional awareness, empathy, conflict resolution, and self-esteem, which are fundamental to their personal well-being and academic success (García, 2012).

According to Ensuncho & Aguilar (2022), emotional education not only focuses on the development of individual skills but also promotes the creation of more positive and collaborative educational environments. By fostering emotional intelligence in the classroom, relationships among students, teachers, and families are strengthened, creating a school climate conducive
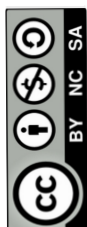
to learning and coexistence. Additionally, emotional education contributes to preventing school bullying, improving the school climate, and promoting values such as empathy, tolerance, and solidarity. In the Colombian context, the implementation of emotional education faces several challenges that require attention and action from educational authorities, teachers, parents, and society as a whole. It is essential to provide ongoing training in emotional education to teachers so that they can effectively integrate these competencies into their pedagogical practice and support students in their emotional development.

Emotional Climate in Learning Environments

Emotional climate in learning environments is a fundamental aspect that directly influences the teaching-learning process. It refers to the set of emotions, feelings, and attitudes experienced and perceived in the educational environment, whether in the classroom, in the school institution, or any other space where learning takes place. These emotions can be both positive and negative, and their impact on academic performance and the emotional well-being of students is significant.

Therefore, it is related to the quality of interpersonal relationships between teachers and students, among students themselves, and among the different members of the educational community. According to Fierro *et al.* (2021), a positive emotional climate in the school context is characterized by the presence of emotional support, respect, trust, open communication, collaboration, and an atmosphere of psychological safety. On the other hand, a negative emotional climate is characterized by conflict, lack of support and respect, distrust, inadequate communication, and an atmosphere of insecurity.

The impact is evident in various aspects. First, it affects students' academic performance. Studies have shown that a positive emotional climate in the classroom is related to greater academic engagement, higher motivation to learn, better performance in assessments, and greater satisfaction with the educational experience. Conversely, a negative emotional climate has been associated with lower academic performance, higher levels of anxiety and stress, and a negative attitude towards school and learning.

Additionally, the emotional climate in learning environments also influences the emotional well-being of students. A school environment that promotes positive emotions such as joy, satisfaction, gratitude, and self-esteem contributes to the emotional well-being of students, fostering their personal development and mental health (Barrientos *et al.,* 2019). Conversely, a school environment marked by negative emotions such as fear, sadness, frustration, and loneliness can have adverse effects on students' emotional health, increasing the risk of problems such as depression, anxiety, and post-traumatic stress.

Similarly, it is not limited solely to students but also affects teachers and other members of the educational community. A positive emotional climate in the school is reflected in greater emotional well-being and higher job satisfaction among teachers, which in turn translates into grea-

ter motivation to teach, higher pedagogical effectiveness, and a lower burnout rate (Tapia & Nieto, 2018). Conversely, a negative emotional climate can lead to increased job stress, lower job satisfaction, and decreased commitment to teaching.

Consequently, it is important for education stakeholders, both at the governmental and school levels, to pay attention to the emotional climate in learning environments and promote strategies to foster a positive emotional atmosphere. Therefore, it is crucial for teachers and members of the educational community to show empathy and understanding towards the emotions and needs of students. Empathy helps create bonds of trust and respect and fosters an atmosphere of acceptance and mutual understanding. Additionally, communication plays a crucial role in building a positive emotional climate. It is important for teachers to encourage open and assertive communication in the classroom, where students feel safe to express their emotions, opinions, and concerns without fear of judgment.

However, students need to feel emotionally supported and accompanied in their learning process. Teachers and other members of the educational community can offer guidance, support, and affection to students, reinforcing their self-esteem and self-confidence. Collaboration and teamwork in the classroom promote the creation of a positive emotional climate, where solidarity, cooperation, and respect for differences are encouraged. Teachers can implement collaborative activities that foster teamwork and the integration of all students (Collazos & Mendoza, 2006). Therefore, it is a determining factor in the teaching-learning process. A school environment marked by positive emotions enhances academic performance, emotional well-being, and satisfaction for students, teachers, and other members of the educational community. Conversely, a negative emotional climate can have detrimental effects on the emotional health and academic performance of students, as well as on the motivation and job satisfaction of teachers.

Emotional Education as a Transformative Reference in Pedagogical Practice

Emotional education has emerged as a transformative reference in pedagogical practice in recent years, as it has been demonstrated that the development of emotional competencies in students is fundamental for their well-being and academic success, as well as for their personal and social development. In this sense, emotional education focuses on the development of skills to identify, understand, express, and regulate emotions in a healthy and constructive manner.

According to Goleman (1995), emotional intelligence is defined as the ability to recognize one's own feelings and those of others, to motivate oneself, and to manage emotions effectively in oneself and in relationships with others. This definition highlights the importance of emotional skills in the holistic development of individuals and their relevance in various life domains, including the academic sphere. In the educational context, emotional education has become a fundamental tool for promoting students' emotional well-being, fostering a positive school climate, preventing bullying and other violent behaviors, improving school coexistence, and enhancing academic performance. According to García & Roqueta (2017), emotional education
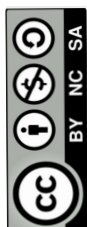
contributes to the comprehensive formation of students, allowing them to develop skills to cope with stress, resolve conflicts appropriately, improve interpersonal communication, and foster empathy and cooperation.

In this regard, emotional education has become a transformative reference in pedagogical practice, as it drives a paradigm shift in the way education is conceived, moving from a focus solely on students' cognitive development to an approach that integrates emotional development as a fundamental part of the educational process. For Vivas (2003), emotional education promotes a holistic approach to education, which recognizes the importance of emotions in learning, motivation, and students' well-being.

Taking into account the contributions of García (2012), emotional education is based on the model of emotional skills, which include emotional awareness, emotional self-regulation, self-motivation, empathy, and social competence. These skills are essential for the development of healthy emotional intelligence, which allows students to cope with stress, regulate their emotions appropriately, maintain a positive attitude in the face of challenges, understand others' emotions, and establish healthy interpersonal relationships.

Moreover, emotional education helps students develop empathy, i.e., the ability to understand and share the feelings of others. In this regard, Rodríguez *et al.* (2020) state that empathy is a fundamental skill for establishing healthy interpersonal relationships and resolving conflicts positively. Therefore, it is important for educators to foster empathy among their students through activities that promote collaboration, respect, and solidarity. Another important aspect of emotional education in pedagogical practice is the promotion of an emotionally safe and welcoming environment in the classroom. Therefore, students learn best when they feel safe, accepted, and understood by their teachers and peers. Hence, it is essential for educators to create an atmosphere of trust and mutual respect in the classroom, where students feel free to express their emotions and opinions without fear of judgment.

Therefore, emotional education is a transformative reference in pedagogical practice, as it promotes the development of students' emotional intelligence, helps them manage their emotions healthily, develop empathy, and establish positive interpersonal relationships. Therefore, it is crucial for educators to integrate emotional education into their pedagogical practice and focus on cultivating an emotionally safe and welcoming environment in the classroom, where students can develop holistically.

Conclusions

Emotional education emerges as a fundamental tool to improve the educational process in Colombia, as it allows for the comprehensive development of students, strengthening their socio-emotional skills. The documentary review conducted highlights the importance of including emotional education as part of the educational curriculum in Colombia, considering its positive impact on students' well-being and academic performance. Similarly, the implementation of

emotional education programs in Colombian educational institutions could contribute to the prevention of issues such as bullying, school violence, and low academic achievement, promoting a more inclusive and respectful school environment.

Likewise, teachers play a key role in promoting emotional education, as they directly interact with students and can significantly influence their socio-emotional development. It is necessary for educational authorities in Colombia to promote continuous training for teachers in socio-emotional skills and in the implementation of emotional education strategies in the classroom to ensure the success of these programs. Emotional education not only benefits students but also teachers, who can improve their emotional well-being and their ability to manage conflict situations in the classroom.

The inclusion of emotional education in the Colombian education system requires commitment from authorities, teachers, parents, and the community at large to work together to strengthen students' socio-emotional skills. All of this serves as an effective tool to improve the educational process in Colombia, fostering the comprehensive development of students and promoting a school environment conducive to learning and peaceful coexistence. Its implementation requires a comprehensive and collaborative approach among all stakeholders in the education sector.

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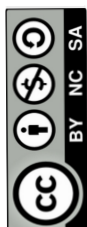
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