



Dialogue on Socio-Emotional Skills and Their Interfaces With BNCC and Teacher Training

Diálogo Acerca Das Competências Sociemocionais e Suas Interfaces Com a BNCC e a Formação Docente

Diálogo Sobre Habilidades Socioemocionales y Sus Interfaces Con el BNCC y la Formación Del Profesorado

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ABSTRACT: *The article aims to discuss the interfaces of socio-emotional competences and the format of teacher training to meet the demands of the 21st century. The qualitative-exploratory approach methodology came from the need to understand the impacts of the new BNCC and its demands on teacher training. The approach to the theme has been encouraged by Henri Wallon's concept of affectivity and by Edgar Moran's theory of complex thinking. Relevant theme in the current scenario, with the premise of taking care of the caregiver, as well as encouraging educational policies to improve this theme, based on the assumption that the way these skills need to be developed in students for their integral training, before the frontline professional (teacher) will need initial and continuing training, as well as support for the development of these skills in their personal and professional life.*

SOCIOEMOTIONAL SKILLS. TEACHING TRAINING. BNCC.

RESUMO: *O artigo tem por objetivo dialogar as interfaces das competências socioemocionais e o formato de formação docente para atender as demandas do século XXI. A metodologia de abordagem qualitativa-exploratória, veio da necessidade de compreender os impactos da nova BNCC e suas demandas na formação docente. A abordagem do tema vem sendo incentivada pelo conceito de afetividade de Henri Wallon e pela teoria do pensamento complexo de Edgar Moran. Temática relevante no cenário atual, tendo por premissa cuidar do cuidador, assim como incentivo a políticas educacionais para aprimoramento nesse tema, partindo do pressuposto que da forma que essas habilidades precisam ser desenvolvidas nos estudantes para sua formação integral, antes o profissional da linha de frente (docente) precisará de formação inicial e continuada, além de subsídios para desenvolvimento dessas competências em sua vida pessoal e profissional.*

COMPETÊNCIAS SOCIOEMOCIONAIS. FORMAÇÃO DOCENTE. BNCC.

CURRÍCULUM: *El artículo tiene como objetivo discutir las interfaces de las competencias socioemocionales y el formato de la formación del profesorado para satisfacer las demandas del siglo XXI. La metodología del enfoque cualitativo-exploratorio surgió de la necesidad de comprender los impactos del nuevo BNCC y sus demandas en la capacitación de docentes. El enfoque del tema ha sido alentado por el concepto de afectividad de Henri Wallon y por la teoría del pensamiento complejo de Edgar Moran. Tema*

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relevante en el escenario actual, con la premisa de cuidar al cuidador, así como alentar políticas educativas para mejorar este tema, basado en el supuesto de que estas habilidades deben desarrollarse en los estudiantes para su capacitación integral, antes que el profesional de primera línea. (maestro) necesitará capacitación inicial y continua, así como apoyo para el desarrollo de estas habilidades en su vida personal y profesional.

HABILIDADES SOCIOEMOCIONALES. ENTRENAMIENTO DOCENTE. BNCC.

Introduction

Much has been said about socioemotional skills, especially in the current scenario of Pandemic by Covid-19, as these skills allow individuals the skills to manage, self-regulate emotions in a proposal of empathy, team spirit, solidarity, resilience, ethics, citizenship, values so requested in relationships to live in today's society.

In this scenario, socio-emotional skills such as empathy, resilience, self-confidence, curiosity to learn, persistence, etc. school communities, teachers, students and their families have been even more important in this pandemic period and are considering the possibility of alternatives to a new normal. For this, it is increasingly necessary to create opportunities structured in training processes so that educators and students can develop intentionally in different circumstances of their personal and professional life, the socio-emotional dimension. After all, self-knowledge, self-management of feelings as well as the skills to deal with one's feelings and emotions are as essential as knowledge and the cognitive mastery of content.

Socio-emotional competences are individual capacities that are manifested in the ways of thinking, feeling and acting with attitudes and attitudes to relate with oneself and with others, establishing objectives and decision making in the face of new or adverse situations.

According to the Common Base National Curriculum (BNCC) at the end of 2017 it came as a reinforcement of the educational commitment to the integral development of students. BNCC has essential pillars that go from Basic Education to High School. Among them are ten general competences that have as premises the articulation of the construction of knowledge, the development of competences and skills and the formation of values and attitudes. Highlighting that these competences will start from this year, to be included in the curricula of Brazilian schools through the new guidelines of the Common National Base Curriculum (BNCC). These should be taught, practiced and stimulated in school institutions, given the integral training role that is proposed for the current education model.

The BNCC (National Common Curricular Base) presents a set of 10 general competences that must be developed in an integrated way with the curricular components throughout the whole basic education, starting in early childhood education, which covers from Elementary School to High School.

The competencies bring knowledge, skills, attitudes and values essential to life, which corresponds to the requirements for the 21st century that include several ethical, aesthetic and political perspectives fostered by the National Curriculum Guidelines.

Since the 1990s, these competences have been incorporated into the official documents of Brazilian education with a discourse based on the commitment of Brazilian education to integral human formation and aiming at a more just, democratic and inclusive society.

Among the ten general competencies presented at BNCC, socio-emotional skills stand out: Self-knowledge and Self-control, which involve knowing the weaknesses and potentialities, identifying and recognizing emotions, in addition to caring for physical and emotional health in a perspective of knowing your emotions and those of others. others with the capacity to deal with self-criticism and external pressures. Empathy brings the exercise of putting oneself in the other's place and permeating a sensitizing role for dialogue, conflict resolution and team spirit promoting respect for the other, valuing the diversity of individuals and their respective social groups, as well as knowledge, identities and subjectivities. In addition to the class of Responsibility that involves acting personally and collectively with autonomy,

flexibility, resilience and determination, making decisions based on the knowledge built in life and school, according to sustainable, ethical, solidary and democratic principles (BNCC, 2017, p .18-19).

The general competences of BNCC foster the respective visions: Valorization of the knowledge historically constructed in the diverse social, cultural, physical and digital segments to understand the reality in favor of a more democratic society. Exercise of relative curiosity in understanding sciences and critical contexts, research, testing hypotheses, problem solving in an interdisciplinary perspective. Appreciation of the diverse manifestations that go from local to world, besides perspectives of diversified practices in the approach of artistic and cultural production. Use of the most diverse verbal, corporal, visual, digital, sound languages, including knowledge of scientific, mathematical and artistic languages. Understanding to intervene in information and communication technologies critically in order to reflect ethics, problem solving, decision making and personal and collective leadership. Valuation of cultural experiences and knowledge that allow understanding the relationships of the world of work in line with the project of life and exercise of citizenship. Socio-environmental awareness and responsible consumption in different areas with an ethical stance in relation to the care of oneself and the community and consequently the planet. Self-management of feelings in search of care for physical and emotional health, seeking to understand human diversity and the recognition of their own emotions and of those around them with self-criticism and the ability to deal with adversity. Exercise of empathy, articulation of conflict resolution through dialogue with acceptance and respect for human rights and tolerance to different social groups regardless of cultures, knowledge, ethnicity, among others. Seek to act personally and collectively with flexibility, resilience based on inclusive, democratic, sustainable and ethical principles.

In this scenario of inclusion of socio-emotional competences, the role of the educator stands out, since he will be the mediator acting in the front line of these competences to be developed in his educational praxis. After all, do educators, teachers have these self-knowledge and self-control skills? Can they teach these skills? Because these proposals must permeate these issues in the teaching praxis in an intentional format.

In previous legislation, these skills assumed a generic discourse in the integral education of the student, however, they now assume specificity within the term “socio-emotional competences”, in addition to the discussion of public policies for the evaluation of these competences in basic education in the country.

Thus, the referred work is justified in the importance of the role of the teacher and his formative process in the face of these demands, in an exploratory way it seeks to understand what emerges from the literature about the format of teacher training in the interface with socio-emotional competences and the BNCC taking by approach, Henri Wallon's concept of affectivity and the basis of Edgar Morin's complex thinking, opening space for dialogue and questions for advances in the theme.

In this context and seeking to understand the discussions that are being built at the interface of teacher training and socio-emotional competences, the referred research presents by methodology based on bibliographic and documentary research, through the qualitative bias of exploratory nature, through which it was sought to understand realities and their meanings, not limited to quantitative (MINAYO, 2011).

It is hoped that this work will be another contribution to the strengthening of discussions on teacher training in the field of Socioemotional Skills. Not intending to exhaust the topic, but to build a research path that gives rise to new questions about the interfaces addressed.

1 Theoretical Foundation

Renowned scholars, such as Piaget (1896-1980), Vygotsky (1896-1934), already highlighted the relevance of affectivity in the evolutionary process in the teaching-learning relationship, but Henri Wallon (1879-1962) was one of the precursors that further deepened the thematic and defined affectivity as the

capacity of the human being to be affected positively or negatively by both internal and external sensations. In addition to characterizing affectivity, as one of the individual functional sets that together with cognition act in the development and construction of knowledge. According to the author, affection is expressed in three ways: emotion, feeling and passion that accompany the subject throughout his life. Emotion, is the first expression of affectivity, being the first resource of interaction of the individual with the environment. Demonstrating that affectivity permeates all the unfolding circumstances and movements of our actions, acting as the motor act and cognition.

Emotional education assists in the development of socio-emotional competences from a perspective of self-awareness, regulation of emotions, emotional intelligence and self-management of feelings with the aim of valuing emotional and social aspects in the life of the subject in society creating a new way of structuring and training the individual to the various changes that occur in our society aiming at individual and collective well-being (ALZINA, 2003).

According to Howard Gardener (1994; 1995), through the Theory of Multiple Intelligences in which the concept of intelligence consists in solving problems found in real life, generating new problems to be solved and performing and offering a valued service.

The aim of the Theory of Multiple Intelligences is to respect the many differences between people, the multiple variations in their ways of learning, the various ways in which they can be assessed, and the almost infinite number of ways in which they can leave a mark on the world.

These are divided into nine: Verbal-linguistic 2. Logical-mathematical 3. Visual-spatial 4. Synesthetic-corporal 5. Musical 6. Naturalist 7. Interpersonal 8. Intrapersonal 9. Spiritual-existential.

In the linguistic intelligence aspect, it can be worked on in the various activities: Games and activities developed in mother tongue and / or foreign language always elaborated from the content, theme or vocabulary studied in each class; Storytelling in the mother tongue and foreign language according to the age group and class interest; Narration of historical events related to places or monuments; Word games - crosswords, competitions between teams, etc. ; Activities with other language skills; Activities that stimulate orthographic or auditory recognition (tongue twisters; rhymes);

In the logical-mathematical aspect, one can work on: Problem solving - activities to identify and quantify figures; Visual games, of logical sequence, with dominoes; numbers, word paradigms, etc. ; Logical puzzles - games to identify sets and point out intruders; Games for the notion of space and space or time; Game to identify and fit the regions of a specific place on a large map, made of PVC; Hopscotch game adapted to teach numbers, days of the week, etc. Visual presentations - memory games; games that involve drawings by the learner.

In the spatial aspect, it is possible to work: Colored alphabet made with colored illustrations exposed from the room or in a strategic place of the school; Color coding - puzzles made from primary colors; Notion or mental representation of space; Use of printed mazes, involving the resumption of linguistic elements; Presentation of maps, photos, videos, slides, films, etc. ; Tactile activities; Games in which the student needs to touch the color specified by the teacher to be a winner; Creative movement - mimicry activities; Learning content through music and dance.

In the musical aspect, it is possible to work: Melodic and rhythmic learning through play-back and Karaoke that stimulate rhythm and tuning; Drawings and paintings of the activities; Illustration of songs while listening to them; Rhythmic learning - students learn to chant rhythmic and rhyming verses; Stimulation of cooperative learning (group activities such as games, games, games, etc.)

In the interpersonal aspect, one can work: Involvement with the family and community; Stimulation of activities that promote interaction between students and their families, such as setting up their own family tree, etc; Stimulation of classroom interaction; Stimulation of interaction with colleagues sharing materials to draw, color, cut out pictures, among others.

In the intrapersonal aspect, it is possible to work: Development of self-esteem through praise and recognition; Stimulating participation in competitive games in which, in the end, everyone, in some way, wins; Execution of individual projects - each student chooses a theme to draw in a game; Stimulate

learning about fauna and flora using illustrative games that have the theme of animals or plants and flowers.

In the naturalistic aspect, one can work: Identification of fruits and vegetables; Representation, on cards, of fruits and vegetables composing some thematic games; Stimulate the recognition of weather and climate; Stimulation of students to learn to describe, in a simple way, the weather conditions; Encourage the study of nature through the exhibition of films, drawings and storytelling that explore aspects of nature.

Regarding the possible ways to develop Socioemotional Skills in the school environment, some possibilities are listed below:

- Repeat the philosophical and theoretical bases that support our work to (re) build the school space;
- Assume the privileged role of protagonist of the pedagogical space;
- Request the support, training and appreciation of the entire team linked to the educational system, based on public policies, exercising intersectorality;
- Become a researcher of yourself, your own reality, your place and your function;
- Talk with a rhythmic (musical) emphasis;
- Draw on the board to illustrate points (spatial);
- Make dramatic gestures while speaking (corporal kinesthetic);
- Take breaks to give students time to reflect (intrapersonal);
- Asking questions that invite lively (interpersonal) interaction;
- Include references to nature in your classes (naturalist);
- Conduct activities individually and in groups;
- Balancing the exposure level of the most extroverted and the most shy student;
- Stimulate and allow the participation of all students;
- Visit the highest success rate in its realization, calculated based on the skills of the students involved;
- Attending to the interests and needs of students, allowing them to recognize the effectiveness of activities that prioritize visual, auditory, oral memory, among others (ARMSTRONG, 2001, p. 61).
- Walk around the room in a sign of approach to the students. Knowing that sitting is counterproductive;
- Keeping an eye on students who show more learning difficulties, affective or behavioral, for a longer time;
- Establish or negotiate clear and permanent rules. If you need to make an exception, explain the reason to the students;
- Maintain a vertical and horizontal authority relationship at the same time;
- Use fluctuating attention, dialogicity and understand each action / situation / context (especially before issuing criticisms, judgments or punishments);
- Talking to other professionals to understand what is “normal” in each situation and not to worry about what cannot be solved or to give up what is your duty to resolve;
- Pay attention to the tone of voice, the gesture that you use at each moment;
- Show interest in the student's family and friends. If possible, establish a partnership;
- Try to reduce personal and class anxiety (relaxation, breathing, meditation, music, play activities, use of good humor, laughter, games, toys ...);
- Self-encouragement and self-monitoring (positive phrases, learning new things, rewarding yourself and others);

- Appreciative and inclusive attitude towards students and other members of the school;
- Listening and attending to what body speech indicates;
- Discuss your feelings with professionals and / or friends;

Emphasizing the importance of maintaining learning in a full perspective with affection for yourself, for people (including students), for the planet and for the transcendent.

In this scenario, education should favor the ability to solve problems and encourage the full use of intelligences, as there is a vital emergency to educate for the planetary age and to meet the demands of the 21st century. These include: reforming the way of knowing, thinking and of teaching leading to “rethinking thinking” (MORIN, 2003,2014). Following some of the paths pointed out that leads us to complex thinking are:

The dialogical principle that helps to think in the same mental space, which complement and exclude each other, defined as the complex association (complementary, competing and antagonistic) of instances necessary for the existence, functioning and development of an organized phenomenon;

The recursion principle is a fundamental idea to conceive of self-production and self-organization in which the effects and products are simultaneously, the cause and producer of the process itself;

The holographic principle is present in any complex organization, not only the part is in the whole, but also the whole is in the part, because just as all individuals bring the inseparable presence of the society of which they are part, the educators bring in their memories the constant apprentice;

The principle of autonomy / dependence introduces the idea of a self eco-organizational process that has as an indispensable condition the opening to the ecosystem from which it feeds and to which it changes (MORIN, 2003).

Thus, this desire for well-being, above all collective, is essential and vital, as we are planetary subjects. Therefore, the idea of the auto eco-organizational process leads to the indispensable condition and openness to the ecosystem from which it is nourished and also transformed.

According to Pimenta (2006), it is extremely urgent to reformulate the organizational structure for training education professionals, including the role of HEIs and curricular insertion in a different perspective to expand knowledge, skills, procedures, beliefs, attitudes and values with objective of diversifying pedagogical action in society (LIBÂNEO, 2001).

In our country, the legal documents from the LDB (1996) and the National curricular parameters that foster the general objectives of Education: Create conditions for the appropriation of knowledge historically produced; Train citizens - people capable of reading the world critically; Consider the experiences and stories of those involved and Contribute to the integral formation of the subject.

In view of the perspective of integral curricular training, according to Zabala & Arnau (2010), the pillars of education in European curricula follow the DELORS (1996) chronology that includes knowing, doing, being and living together; DeSeCo (2002) who endorses interacting, acting autonomously and using the tools; Basque Curriculum (2005) defends thinking and learning, communicating, living, being authentic and doing and undertaking; Monereo (2005) shares that learning to seek information and learning, communicating, collaborating with others, learning to participate in public life.

In this way, the curricular context starts to be revised, incorporating the concepts that help educators to understand how to meet these objectives, as well as seeking to review plans considering the conceptual, factual, procedural and attitudinal contents, in addition to the needs of students in promote training in the most diverse conceptual, social, personal, interpersonal and professional dimensions (ZABALA & ARNAU, 2010).

In this scenario, the teacher needs to reflect and propose new teaching-learning situations, in which students should be given the opportunity to build solutions for the situations, test them and review them to put conceptual and interpersonal learning into practice.

Authors of Cognitive Theories (Piaget); Sociointeractionists (Vygotsky) and educators such as Freire, Zabala and César Coll (1994) have influenced educational pedagogical practices over the years and highlighted the importance of the skills of the educator / teacher / facilitator to investigate the learning

process by interpreting and producing hypotheses from of these actions and consequently evaluate their educational praxis.

In this way, the professional performance of the teacher will be guided by the articulation between theory and practice, avoiding the dichotomy of the teaching-learning process through practical thinking, reflective and investigative capacity, allowing the possibility of changing educational practices. In this historical, investigative, discursive, dialogued and reflected path, the socio-emotional competences emerge that demonstrate a decisive role to optimize the students' learning, being an indisputable fact, that studies reveal that students who have more developed socio-emotional competences have an easier time learning the school contents. , in addition to being more prepared for the job market and social adversities and changes.

In the 21st century, evidenced by the relevance of the personal and professional training of teachers so that they can, by their competence and professional identity, contribute to an education that leads students to think, reflect, form concepts, act with social commitment and be a planetary subject of social commitment in the various spheres that acts to contribute to a more dignified, fraternal, inclusive society and with respect for differences and life in its entirety.

Thus, the importance and relevance of emotional education is a fact for the education model for the 21st century, but we reflect on teacher education, the preparation of these educators for these demands, the teacher education models currently based mostly on goals, traditional models and bureaucratic greetings.

After the above dialogue on socio-emotional competences, BNCC and teacher training, the CNE / CP RESOLUTION No. 2, OF DECEMBER 20, 2019 stands out with relevance and specificity, a document that refers to teacher training arising from BNCC. According to ANPED (National Association for Research in Education) one of the most renowned and oldest in the country in the educational area.

Starting from the premise, about the universe of subjectivities, the social imaginary about the teacher, he is a person who marks the lives of other people, who makes a difference in the lives of children, young people and adults, which is possible precisely because the practice educational as a social practice is not homogeneous, but diverse, contextual and plural.

Having this principle as a reference, pertinently to the position of ANPED, it is manifested confirming, on the one hand, achievements for the training of professionals by consolidating national norms and guidelines in line with the defense of the quality public school; but on the other hand, its sufficiency, indicating that the approval of the BNCC does not demand changes in the teacher training DCNs, as it expresses the need for teacher training to be linked to public education policies, the National Curriculum Guidelines, to the quality standard and to the national Higher Education assessment system, aiming to guarantee institutional projects that promote the improvement of the initial and continuing training of teachers to meet the different stages and modalities of Basic Education.

However, regarding BNCC, ANPED takes a stand against interfaces that orchestrate the proposal with educational conglomerates, calling us to reflect on the loss of the public character of educational policies, with serious and incisive changes in the training of teachers in the country from the perspective to conform to the privatist and market logic. In addition to highlighting other 9 (nine) reasons that differ from the BNCC: 1. A “one-note” teacher training; 2. A training proposal that disregards Brazilian educational thinking; 3. A proposal for teacher training that ignores the inseparable theory-practice; 4. A training proposal 'pulled' by socioemotional competence; 5. A hygienic text in relation to the licensee's social condition; 6. A formation that re-imagines ideas that did not work; 7. A proposal that encourages fast food training; 8. Teacher training with little resources and 9. Training that does not recognize that the teacher makes curricular decisions.

Corroborating ANPED, it is necessary to pay attention to the loss of the public character of educational policies, with serious changes in the training of teachers, ranging from the configuration of a privatist and market logic of the expansion of private and distance education courses to to focus teacher training at BNCC until the reductionism of training based on skills that disregard the need to face current

education challenges, in addition to losing the dimension of the importance of training in human rights education. At the risk of losing the pedagogical and theoretical specificity of a teacher training document at the national level. As well as, having to revise guidelines for teacher training in order to review guidelines related to basic education (COSENZA, 2020).

According to Santos and Pereira (2016), an attempt is made to standardize curricula with the publication of the BNCC. According to the authors:

The proposal for a BNCC ends up being an innocuous measure, as experience has shown that teachers, with rare exceptions, do not consult official documents to prepare their classes. Other measures are necessary to raise the standard of quality in Brazilian education, ranging from the improvement of school buildings and equipment to the improvement of careers, salaries and teacher training. Well-qualified teachers are indispensable for the democratization of education, contributing so that children and young people from the lower classes can have a longer school trajectory and without major problems (SANTOS; PEREIRA, 2016, p. 288).

In view of the advances and setbacks, it is a fact that teacher training is increasingly subordinate to BNCC, fostered in a policy of curricular reorientation adopted by several countries, including Brazil, whose political-social and economic alliances are guided by neoliberal rationality of education giving priority to the interests of the private sectors and their business logic (DARDOY; LAVAL, 2016; HYPOLITO, 2019). According to Freitas (2019) corroborating this analysis, the standardization of curricula and their relationship with national exams consists of a conception that the ideal school generally presents good census results.

2 Methodology

With the objective of developing the article from an exploratory approach, based on the need to understand the impacts of the recent National Common Curricular Base (BNCC) on teacher training. Emphasizing that the teacher is always reinventing himself in innovative perspectives of pedagogical practices.

This research sought to deepen the bias of socioemotional skills, as it is a fact that there is a need for curricular adaptation of institutions and teacher training.

Bearing in mind that the BNCC is considered a document that directly interferes with pedagogical praxis, the new reformulation of the document sends teachers to face a new challenge, which is the construction of socio-emotional skills that contemplates not only students, but themselves, because in the frontline condition, the teacher will be a reference in the process of developing these skills.

Starting from the premises that the competences and skills directed at BNCC are already the domain of teachers, it would not be different with socioemotional aspects. In summary, what the BNCC expects students to develop as socio-emotional skills, can be divided into four categories:

Cognitive - Solving problems, planning, making decisions, establishing logical conclusions, investigating and understanding problems, thinking creatively, strengthening memory, classifying and serializing.

Emotional - Dealing with emotions, with winning and losing, learning from mistakes, developing self-confidence, self-assessment and responsibility.

Social - Cooperate and collaborate, deal with rules, work as a team, communicate clearly and consistently, resolve conflicts, operate in a healthy competitive environment.

Ethics - Respect, tolerate and live the difference, act positively for the common good. (SOCIOEMOTIONAL SKILLS AND BNCC: TEACHER TRAINING, 2017).

In the development of socio-emotional skills, the aspects: cognitive, emotional, social and ethical, need to dialogue, as the goal is the integral formation of complete beings, who have empathy, resilience,

perseverance to deal with adversities in the midst of a corrupted society. As a result, it is necessary for the teacher to resort to intentional strategies that promote the development of these socio-emotional skills in students.

Socio-emotional skills include self-knowledge that allows teachers and students to know their limitations for practices developed naturally according to their needs, avoiding mere training of docility. The teaching of these skills requires attention and sensitivity on the part of the teacher to develop an effective educational praxis. However, students' affection and knowledge alone are not sufficient conditions, given that these skills are still in the process of development also in the facilitator (teacher), in a context of subjectivity. For this reason, the training of teachers in the insertion of these skills is essential, since the property of the teacher in these aspects is a determining factor in the construction and deconstruction of the theme. Demonstrating that this theme is a two-way street in the path to the development of these skills.

As it is an exploratory qualitative approach, through which we sought to understand realities, their meanings, not limited to quantitative, as we work with the universe of reasons, demands, aspirations, values and attitudes (MINAYO, 2011). In summary, the bibliographic survey technique was adopted by reading and interpreting concepts and authors related to the topic in question.

3 Results and Discussions

The teaching formative process is challenging, in which the central theme is socio-emotional competences and that these are carried out in everyday life and in the school curriculum, as it would be frivolous to throw the responsibility of such a complex approach in the teacher's hand without training it first. That he acquires the internal resources to deal with this new reality, no longer as in the past in a natural way of human relations, but today intentionally and planned in his teaching practice.

Therefore, if it is important for students to acquire socio-emotional skills and competences, if they will be evaluated in relation to them, the teachers (facilitators) main educational agents within the school will need to review their educational practices considering their educational social skills to promote socio-emotional development.

In an attempt to find ways about socio-emotional competencies for the teacher training format that would make it possible to meet the current demands for 21st century education, some proposals emerged that according to Costa; Santos; Dantas (2017); Bezerra, Menezes, Monte (2018); Rego (2019) were flagged for this interface, we mention these possibilities below:

Theoretical-methodological context based on humanized social transformation to the detriment of rationality based on the professional's awareness of feelings and emotions, in their emotional learning process.

Possibility of a differentiated look, focused on the education of emotions as a form of personal autonomy and professional performance in educational praxis in which the paths can confront prejudices and stereotypes that some professionals keep within themselves and that are often responsible for preventing it to see reality and contribute to their empowerment and personal transformation.

Permeate self-organization strategies of a network of emotionally skilled professionals for the challenges of school life; Integration of the pillars: individual, professional and citizen.

Highlight for self-awareness, considered the foundation on which all other competencies are built, that is, awareness of oneself, the other and the environment. In a two-way perspective, how the professional affects and is affected, leading him to a commitment to his own maturity and with humanistic purposes to guide his actions.

These actions in the use of techniques that consist of non-violent communication, active listening and stimulation for creative solutions including respect for the professional's individuality and also, in his network of self, eco-organization in teaching practice.

In a perspective of the professional's self-formation as the beginning to get to know the deepest layers of his being and lead him to realize that everyone is interconnected by relationships that depend on the way we feel, think and act.

Therefore, we are led to understand the relevance of Socioemotional Competences in the initial and continuing training of teachers, in addition to the fundamental role of HEIs and the promotion of curricular insertion in these very relevant integrating contexts.

Training is undoubtedly one of the basic elements of the professional development of any profession and, of course, of teachers and constitutes an important tool for the quality of teaching. To provide training that awakens and develops emotional skills in education professionals and to provide them with tools that allow them to increase, in turn, these skills to their students. (Coelho, 2013, p.66).

Final considerations

The act of educating has increasingly become a task that requires responsibility and formative guidance in the pedagogical processes that bring with it innovations, adaptations and expectations to meet the demands of education for the 21st century.

This task requires the teacher to gather a set of knowledge and skills that allow him to build a meaningful and effective teaching that contemplates the demands of contemporary times, strongly marked by multiculturalism, complexity, constant scientific advancement in a society in which permanent processes permeate. changes.

However, the construction of teaching knowledge is related to the flexibility of training paths in which the process seeks perspectives that can go beyond bureaucratic processes to meet quantitative educational goals and reinforce innovative approaches, potentialities that promote these professionals a profoundly solid education, multifaceted, articulated in line with the reality of education in the 21st century.

In the current scenario, much has been said about socio-emotional competences in teaching practice, but it is a fact that for that the front line professional, the teacher (mediator) needs to be prepared to develop their intentional educational praxis based also on this knowledge, which by the way they are linked to BNCC and that they go on optimizing strongly with the students' cognitive apparatus. But, how is this preparation, this teacher training? What would be your ideal format to meet such a complex demand. The following were signaled: self-awareness, self-training, non-violent dialogue techniques and active listening, theoretical-methodological contexts based on more humanistic and less rational and bureaucratic biases.

The importance that socio-emotional competences can permeate teaching pedagogical and training practice in a spontaneous and critical way and not merely as emotional training and leading to passive attitudes of docility, as the BNCC signals, is emphasized.

As well, there is a need for insertion and adaptation of the Socioemotional Competencies context in the curricula of the HEIs, including initial and continuing training and practice. Not intending to exhaust the theme, it is hoped that this research can contribute to more reflections and dialogues on the theme.

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