

تاثیر آموزش مهارت‌های هیجانی-اجتماعی در رشد این مهارت‌ها

Effect of teaching the social-emotional skills
on developing these skills

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Abstract

Introduction: This study surveyed the effect of teaching social-emotional skills on teachers to develop their social-emotional skills.**Method:** This research is a kind of experimental design in which 68 elementary teachers (grades 4 and 5) with at least 10 years of teaching experience and bachelor degree randomly assigned into control (18 females, 16 males) and experimental (20 females, 14 males) groups. The Bar-On social-emotional scale (already informed by *Samooei*) used collecting data. This questionnaire has 90 items in 5 domains (interpersonal, intrapersonal, adjustment, general mood and stress management). Social-emotional skills in the field of interpersonal and intrapersonal skill taught in 10 two-hour sessions to experimental group participants.**Results:** Experimental group performance in social-emotional skills and its components were higher than the control group and their difference was significant. There was no significant decrease in social-emotional skills and its components after 4 months.**Conclusion:** To be most effective, emotional literacy content and processes should be applied consistently across the curriculum in all grade levels. Earlier steps to operate social-emotional program are to involve teachers with these skills and to promote their social-emotional abilities.**Keywords:** Teachers, Teaching, Social-Emotional Skills

چکیده

مقدمه: این پژوهش به بررسی اثربخشی آموزش مهارت‌های هیجانی-اجتماعی به معلمین زن و مرد در رشد مهارت‌های هیجانی-اجتماعی آنان پرداخت.**روش:** مطالعه از نوع طرح‌های آزمایشی است که در آن ۶۸ معلم پایه‌های چهارم و پنجم ابتدایی با حداقل ۱۰ سال سابقه تدریس و مدرک لیسانس به صورت تصادفی در دو گروه کنترل (۱۸ زن و ۱۶ مرد) و آزمایش (۲۰ زن و ۱۴ مرد) قرار گرفتند. ابزار سنجش مهارت‌های هیجانی-اجتماعی، پرسش‌نامه هوش هیجانی-اجتماعی بار-ان بود که دارای ۹۰ گویه و ۵ عامل درون فردی، بین فردی، سازگاری، مدیریت استرس و خلق عمومی است که توسط سموعی هنجاریابی شده است. مهارت‌های هیجانی-اجتماعی در ۱۰ جلسه ۲ ساعته در حوزه مهارت‌های درون فردی و بین فردی آموزش داده شد.**یافته‌ها:** عملکرد گروه آزمایش در مهارت‌های هیجانی-اجتماعی کلی و خرده مولفه‌های آن نسبت به عملکرد گروه کنترل بیشتر و تفاوت بین دو گروه معنی دار است. این نتایج پس از ۴ ماه در مهارت‌های هیجانی-اجتماعی کلی و خرده مولفه‌های آن، کاهش معنی داری نشان نداد.**نتیجه گیری:** طراحی برنامه‌هایی برای آموزش معلمان می‌تواند کمک بالقوه سودمندی برای رسیدن به ابعاد گوناگون هوش هیجانی-اجتماعی نماید. نخستین گام در اجرای برنامه‌های یادگیری هیجانی-اجتماعی، درگیر نمودن معلمان با این مهارت‌ها و رشد توانمندی‌های هیجانی-اجتماعی آنان است.**کلیدواژه‌ها:** معلمان، آموزش، مهارت‌های هیجانی-اجتماعی[✉] **Corresponding Author:** Faculty of Psychology & Educational Sciences, Alzahra University, Tehran, Iran
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