

Research On the Reform of The Cultivation Paths of Social-Emotional Competencies of Adolescents in The New Era

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Abstract. In the context of modern society, social-emotional competencies have become a major component of the core competitiveness of adolescents and will have an impact on their future growth, development, and mental health. For education practitioners, it is necessary to clarify the new requirements and challenges in the cultivation of social-emotional competencies of adolescents in the new era based on a correct understanding of the connotations and importance of social-emotional competencies, and then formulate corresponding cultivation paths. In the following text, the author analyzes the difficulties in the cultivation of social-emotional competencies of adolescent students in the new era, conducts analysis and demonstration on related issues, and proposes corresponding cultivation paths of social-emotional competencies, hoping to promote the all-round development of adolescent students.

Keywords: adolescent students; social-emotional competencies; cultivation paths; innovative reform.

1. Introduction

In the 1990s, considering the problem of social-emotional barrenness among adolescents in various countries, the cultivation practice of social-emotional competencies of adolescent students began to enter the research scope of experts and scholars in various fields [1]. From the perspective of individual growth and development, social-emotional competencies can effectively predict an individual's physical and mental health, substance dependence, overall happiness, and interpersonal relationships, and also have an important impact on the academic performance, teacher-student relationship, and classroom atmosphere of adolescent students [2]. However, in the context of the rapidly changing social situation, crisis events among adolescent students are occurring frequently. This situation illustrates the importance of cultivating the social-emotional competencies of adolescent students. For education practitioners, it is necessary to summarize and sort out the problems existing in the relevant cultivation work based on a correct understanding of the connotations and importance of social-emotional competencies, and then clarify the cultivation paths. In this study, attempting to analyze the concept of social-emotional competencies from an international perspective as a premise, combined with differences in different cultural and social backgrounds, the cultivation work of the social-emotional competencies of adolescent students is analyzed and studied, and corresponding cultivation measures are proposed, hoping to promote the innovative reform of the cultivation work of the social-emotional competencies of adolescent students.

2. Literature Review

The cultivation practice of the social-emotional competencies of adolescent students has always been a research focus of experts and scholars in various fields. Sepideh Hassani (2024) analyzed and demonstrated issues such as the cultivation practice of social-emotional competencies and the improvement of social functions of adolescent students through a group non-randomized trial method in the research [3]. Specifically, it was pointed out that the development of social competencies is crucial for enhancing students' cognitive and non-cognitive skills. These competencies are the core of students' social functions, sense of belonging, and overall happiness in the school environment. Schools can play an active role in promoting and shaping these outcomes by implementing various

strategies. Mehrangiz Shoa Kazemi (2024) et al. analyzed the relationship between the social-emotional competencies, social adaptability, and self-regulation of female high school students in Tehran in the research [4]. The research work actually involved 250 female high school students. The conclusion confirmed that social-emotional competencies and social adaptability have a positive predictive effect on self-regulation. Improving social competencies, especially emotional and psychological aspects, can enhance students' adaptability and happiness. This helps prevent social exclusion, drug abuse, and depression in the school environment as well as in future personal and professional lives. In addition, implementing various intervention plans for parents and teachers to improve their awareness of the social-emotional competencies and social adaptability of adolescent females and the strategies for cultivating these skills is crucial. This will help improve their mental health and prevent the development of various addictive behaviors. Alberto Rocha (2024) et al. focused on the differences in social-emotional competencies between high-ability students and generally developing students in the research [5]. The research conclusion confirmed that high-ability students showed greater dissatisfaction in aspects such as friend selection, school education, sports and athletic skills, and social relationships with friends. The results of the second scale generally showed that high-ability students had lower average scores on the evaluated dimensions, and the difference in the emotional regulation dimension was statistically significant compared with their normally developing peers. Patricia A. Jennings (2024) et al. analyzed the relationship between emotional schemas and the social and emotional competencies of educators from the perspective of promoting student SEL in the research [6]. Specifically, the construct of emotional schemas was positioned as a construct related to the SEC of educators, and it was considered to have relevant significance for understanding the importance of the classroom as a development environment for educators and students. Ahmad Sahrish (2023) et al. analyzed and demonstrated the adjacent processes and situational factors related to the early development of social-emotional competencies in the research [7]. Specifically, specific maternal behaviors, such as playing games, playing with toys, singing or telling stories to children, reading books with children, making regulations for watching TV, DVDs, and videos, and praising children, have a positive impact on the social-emotional competencies of adolescent students. It was also confirmed that maternal behaviors need to be practiced regularly to have a positive impact on the social-emotional development of children.

Summarizing the above literature materials, it can be found that the cultivation practice of the social-emotional competencies of adolescent students has always been a research topic that scholars in various countries focus on, and phased research results have also been formed. However, it should be emphasized that to do a good job in the cultivation practice of the social-emotional competencies of adolescent students, a series of difficulties and challenges still need to be overcome.

3. Difficulties in the Cultivation of Social-Emotional Competencies of Adolescent Students in the New Era

3.1. Limitations of the Educational Environment

From the perspective of the education and cultivation of adolescent students, the current educational environment still has relatively obvious limitations in the development and cultivation of social-emotional competencies. In China, the traditional education model overemphasizes the cultivation of students' textbook knowledge and cognitive abilities, thereby ignoring the shaping of students' emotions, attitudes, and values. In other countries, the interweaving and conflict of non-mainstream values and multiple ideologies have also brought a series of new problems and challenges to the cultivation practice of the social-emotional competencies of adolescent students. Based on the above situation, schools tend to focus on the education and cultivation of students' subject knowledge in their teaching work, which will make the social-emotional education of students marginalized [8]. Moreover, the Western concept of "happy education" and the educational practice activities carried out accordingly also have difficulty covering the content of the cultivation of social-emotional competencies. Although some schools in China have carried out the cultivation practice of students'

social-emotional competencies under the background of education reform, due to the influence of factors such as teacher capabilities and curriculum construction, it is difficult for the specific cultivation work to achieve ideal results. In addition, domestic teachers have not conducted necessary analysis and evaluation of the social-emotional competencies of adolescent students in the cultivation practice of students' emotional competencies, thereby affecting the development and improvement of students' social-emotional competencies.

3.2. Complexity of Family Influence

The family environment is an important place for the growth and development of adolescent students, and it can also have a relatively profound impact on the cultivation practice of adolescent social-emotional competencies. Therefore, the complexity of the family environment is also a factor that must be focused on in the process of reforming the cultivation practice of adolescent social-emotional competencies. First, a small number of parents still adhere to the education concept dominated by scores and academics, thereby ignoring the cultivation and development needs of children's emotions, psychology, and social adaptability [9]. Although parents in other countries do not need to face this kind of trouble, parents abroad may also face different levels of challenges. For example, in some social environments that highly value individualism and freedom, parents may be more inclined to encourage children to explore independently and express themselves, but may inadvertently ignore teaching children how to understand, respect, and integrate into diverse social groups, as well as how to cultivate empathy and responsibility in team cooperation.

3.3. Constraints of Social and Cultural Factors

Social and cultural factors also play an important role in the cultivation process of the social-emotional competencies of adolescent students, but there are also some constraints. First, some negative concepts in traditional Chinese society, such as "valuing men over women" and "competing above all else", are likely to have a negative impact on the values and behavior patterns of adolescents. These concepts not only limit the cognitive development of adolescents in aspects such as gender equality and cooperation and sharing, but also may trigger a series of social problems, such as gender discrimination and campus bullying. Second, with the popularization of the Internet and the arrival of the information age, adolescents are facing a more complex and diverse social environment. Problems such as cyberbullying and privacy leakage occur frequently, bringing huge challenges to the mental health and social adaptability of adolescents. In other countries, the constraints of social and cultural factors also show diversity and complexity. In some cultures that emphasize collectivism and respect for elders, adolescents may be limited in aspects such as personal expression and autonomous decision-making, which may affect the development of their self-identification and emotional independence. For example, in some Asian countries, high family expectations and social pressure may make adolescents struggle when pursuing their personal interests and dreams. They need to find a balance between respecting traditions and pursuing individuality. At the same time, although Western countries generally advocate individualism and free expression, overemphasizing personal achievements and competition may also lead to huge psychological pressure on adolescents, resulting in mental health problems such as anxiety and depression. In addition, the integration of a multicultural society has brought rich cultural exchanges, but it may also trigger identity confusion and cultural conflicts, especially for adolescents from immigrant families. They need to find a sense of belonging between different cultural identities, which poses higher requirements for their social-emotional competencies. Additionally, the widespread application of social media and the Internet on a global scale has provided adolescents with an unprecedented platform for information acquisition and communication, but it has also brought new problems such as cyberbullying, privacy invasion, and information overload. These cross-cultural and cross-platform challenges require the joint efforts of families, schools, and society to provide a healthy, safe, and conducive network environment for the development of adolescents' social-emotional competencies.

4. Cultivation Paths of Social-Emotional Competencies of Adolescents in the New Era

4.1. Optimizing the Educational Ecology and Constructing a Global Framework of Social-Emotional Education

The educational ecology is the cornerstone of social-emotional education, and its optimization is of decisive significance for promoting the all-round development of the social-emotional competencies of adolescent students. First, schools in various countries need to subvert traditional educational concepts and elevate social-emotional education to a strategic position on a par with core subject knowledge. This means not only adding specialized courses such as emotional intelligence cultivation, cross-cultural communication, and leadership development to the curriculum system, but also ensuring that these courses are deeply integrated with daily teaching activities and become an indispensable part of students' learning journey. With the help of international textbooks and diversified teaching methods, students are assisted to fully master and flexibly apply social-emotional skills. Second, strengthening the professional capabilities of the teaching staff in the field of social-emotional education is particularly crucial. This requires education departments and schools in various countries to provide continuous professional development opportunities for teachers, such as international exchange programs, online seminars, and workshops, so that teachers can keep up with the frontier trends of global social-emotional education and master efficient teaching strategies. At the same time, teachers are encouraged to adopt innovative teaching methods such as flipped classrooms and collaborative learning to meet the learning needs of students from different cultural backgrounds, stimulate their learning motivation and participation. In addition, constructing an inclusive and open campus cultural environment is of great importance for promoting the social-emotional growth of students. Schools should plan diverse extracurricular activities, international cultural festivals, volunteer service projects, etc., to build a cross-border communication platform for students, allowing them to deepen their understanding of multiculturalism in practice, and learn to communicate effectively, cooperate coordinately, and solve problems creatively in the context of globalization. At the same time, a comprehensive evaluation system should be established, which not only considers students' academic achievements but also attaches great importance to the evaluation of their social-emotional competencies, global vision, and cross-cultural communication capabilities, so as to comprehensively and fairly reflect students' comprehensive qualities and international competitiveness.

4.2. Strengthening Family Education Guidance and Constructing a Home-School Co-education Mechanism Adapted to Domestic and Foreign Differences

The family is the cornerstone of the growth of adolescents, and its education method has a profound impact on the development of the social-emotional competencies of adolescents. Given the significant differences in social systems and family atmospheres at home and abroad, we need to discuss separately how to strengthen family education guidance for domestic and foreign students and construct an effective home-school co-education mechanism.

In China, schools should strengthen close contact with parents, through regular parent-teacher meetings, home visits, and family education lectures with Chinese characteristics, to convey to parents the importance of attaching importance to the all-round development of children, especially the cultivation of social-emotional competencies. Schools can organize parents to participate in activities such as parent-child reading and family role-playing to help parents integrate emotional education and social skills training into daily life. At the same time, parents are encouraged to use traditional festivals and customs, such as the Spring Festival and the Mid-Autumn Festival, for family reunions and emotional education, enhancing children's sense of family belonging and cultural identity. Considering that domestic families often have high academic expectations for children, schools should guide parents to balance academic and emotional development, by sharing successful cases and scientific research, to make parents recognize the importance of emotional intelligence for

children's future success. In addition, schools can rely on modern information technology to establish a home-school communication platform, regularly release education information and family education guides, to provide parents with scientific and practical education support.

In foreign countries, given that the family atmosphere is more inclined to encourage children's independence and individual development, schools should cooperate with parents to emphasize the importance of social-emotional competencies in cross-cultural communication and global competitiveness. Schools can organize international family education seminars, inviting parents from different cultural backgrounds to share educational experiences, promoting cross-cultural understanding and respect. At the same time, parents are encouraged to participate in the school's multicultural activities, such as international festivals and language exchange programs, to enhance children's global vision and cross-cultural communication capabilities.

Foreign families often pay more attention to children's self-expression and creativity cultivation. Schools can guide parents how to stimulate children's imagination and innovative thinking through daily conversations and family projects, while cultivating their emotional intelligence and team collaboration ability. In addition, schools can use online education resources, such as international family education apps and cross-cultural education websites, to provide parents with cross-border education guidance and support, helping them to educate children more effectively in the context of globalization.

In conclusion, in view of the different characteristics and needs of domestic and foreign students and their families, we need to construct a home-school co-education mechanism adapted to the differences, through strengthening family education guidance, to promote the all-round development of the social-emotional competencies of adolescent students, laying a solid foundation for their future success.

4.3. Creating a Positive Social and Cultural Atmosphere and Building a Supportive External Environment for Domestic and Foreign Adolescents

The social and cultural atmosphere is the soil for the cultivation of the social-emotional competencies of adolescent students, and its positivity directly relates to the healthy growth of adolescents. In view of the different social and cultural backgrounds at home and abroad, we need to take corresponding strategies to create a positive and healthy social and cultural atmosphere, providing a good external environment for adolescent students.

The government and all sectors of society should increase the publicity of adolescent social-emotional education, using various channels such as television, the Internet, and social media to spread correct educational concepts, emphasizing the close connection between emotional intelligence and personal growth and social adaptation. The government can issue specific policies, such as setting up a special fund for social-emotional education, encouraging schools, families, and social organizations to cooperate and innovate jointly to promote the work of adolescent social-emotional education. At the same time, strengthen the supervision of social and cultural contents, especially the purification of the network environment, to ensure that the information that adolescents contact is positive and healthy, avoiding the negative impact of cyberbullying, vulgar content, etc. on them. In addition, the government should advocate and promote the positive values in Chinese excellent traditional culture, such as benevolence, propriety, and integrity, through holding cultural festivals, moral lectures, etc., to guide adolescents to establish correct values and life outlooks. Encourage adolescents to participate in community service, volunteer service, etc. activities, to cultivate their social responsibility and citizen awareness, allowing them to learn cooperation, understanding, and inclusion in practice, promoting social harmony.

Considering the complexity of the multicultural background abroad, the government and social institutions should pay more attention to the education of cross-cultural communication and understanding. Through activities such as international cultural festivals and language exchange programs, promote the mutual understanding and respect among adolescents from different cultural backgrounds, cultivating their global vision and cross-cultural communication capabilities. At the

same time, strengthen the attention to the mental health of international students, provide multilingual psychological counseling services, to help them adapt to foreign cultures and relieve the pressure caused by cultural conflicts.

The government should also encourage communities and schools to carry out diverse social skills training, such as public speaking and team cooperation, to improve the social adaptability and emotional intelligence of foreign students. By setting up excellent examples among international students, commending their achievements in academic, art, and sports fields, as well as their contributions to the community and society, to inspire more adolescents to actively participate in social public welfare activities, cultivating their leadership and social responsibility.

In conclusion, whether for domestic or foreign adolescent students, creating a positive social and cultural atmosphere and providing a supportive external environment are the keys to promoting the all-round development of their social-emotional competencies. The government, schools, family, and all sectors of society should work together to safeguard the healthy growth of adolescents.

5. Conclusion

Under the wave of the new era, the cultivation of the social-emotional competencies of adolescents is facing unprecedented challenges and opportunities, and its importance is becoming more and more prominent. As a core element of an individual's comprehensive quality, social-emotional competencies not only concern the mental health and interpersonal harmony of adolescents, but also are the keys to their future social adaptation and continuous development. Facing the limitations of the educational environment, the multiplicity of family influences, and the complexity of the social and cultural environment, we have actively explored and practiced a series of innovative strategies. We advocate optimizing the educational environment, breaking the shackles of the traditional education mode, integrating social-emotional education into the whole process of school education, and constructing a comprehensive and systematic social-emotional education system. At the same time, we emphasize strengthening family education guidance, providing personalized education guidance services according to the characteristics of families under different cultural backgrounds, forming a good mechanism of home-school cooperation and complementary co-education. In addition, we are also committed to creating a positive and healthy social and cultural atmosphere, through government guidance and social participation, jointly constructing an environment conducive to the development of the social-emotional competencies of adolescents. The implementation of these strategies aims to comprehensively improve the social-em.

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