

# Social skills and their impact on our life

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# Introduction

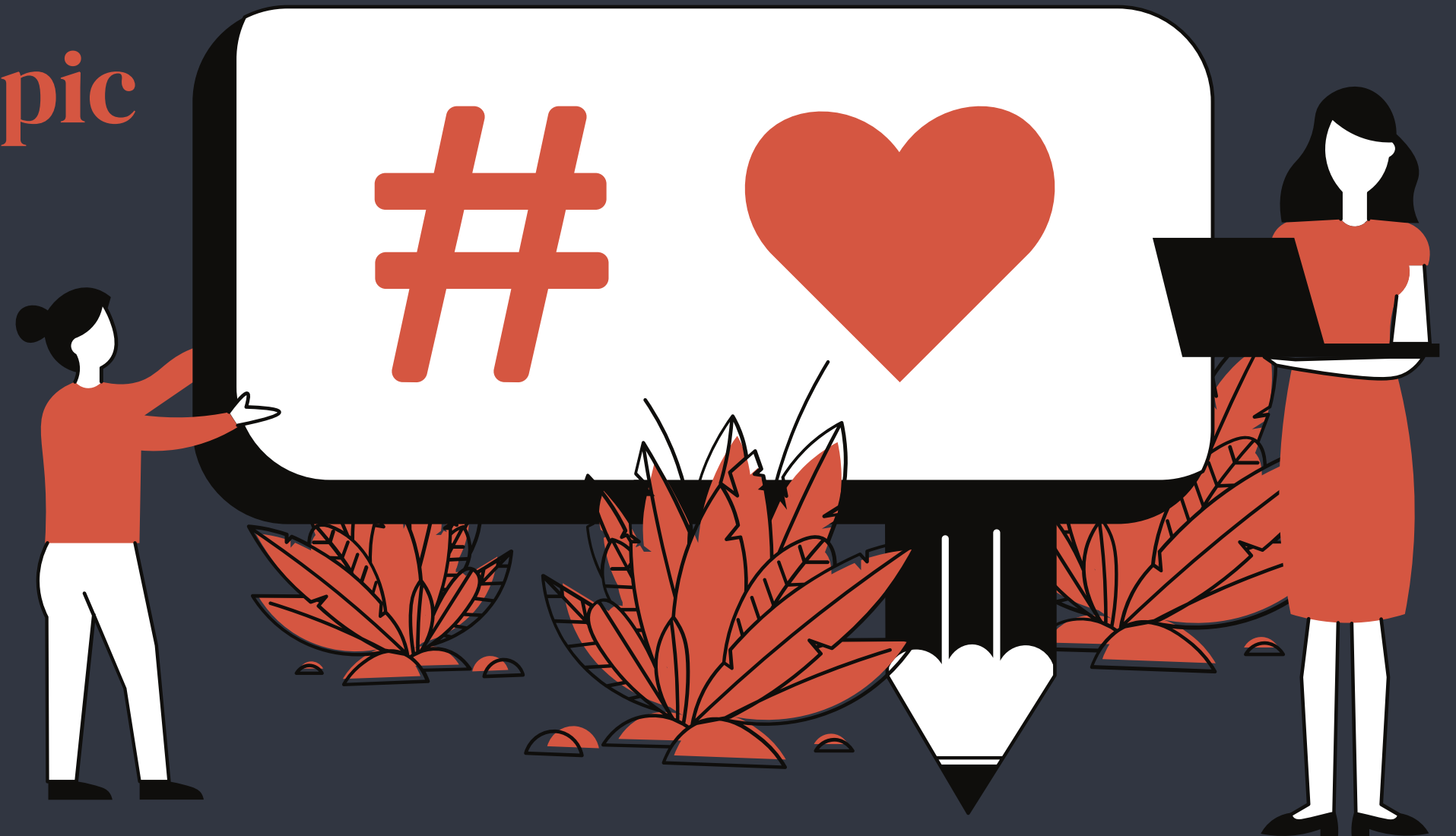
Developing social skills is a lifelong process that involves practice, self-awareness, and continuous learning



# Why do we choose this topic

We focused on impact of cultural and societal factors on development and expression of social skills for reason:

- Crucial impact on development of human
- Personal interest
- Percentage of socially unadapted people



# Research 1

## Social-Emotional Development of Children in Asia: A Systematic Review

**Aim:** The aim of the review is to explore and summarize the studies conducted in Asian countries on social-emotional development, specifically focusing on children. The review seeks to address several research questions related to the topic.

**Method:** The method of research used in this review is a systematic review. The review followed the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The review protocol was registered in PROSPERO.

**Findings:** In many of the reviewed social-emotional development studies in Asia, consistent findings determined that boys had lower social-emotional competence than girls .

The researchers in Korea reported that children with controlling maternal attitudes were negatively correlated with teachers' reported behavior problems only.

Children who score higher on the self-concept scale were also found to have higher social competence scores on the Social Attributes Checklist

# Research 1

## Social-Emotional Development of Children in Asia: A Systematic Review

Kim et al., 2011 <a href="#">[40]</a>	Korea	1-2 years old	51 infants and their parent (30 boys 21 girls)	Cross- sectional	Social- emotional	The adaptability of infants showed a negative correlation with externalizing problem behaviors. The boys' social competence scores were significantly lower than the girls' scores when controlled for similar age and gender.
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# Research 2

## DEVELOPMENT OF COMMUNICATIVE SKILLS AMONG KAZAKHSTAN PRIMARY SCHOOL STUDENTS

**Aim:** The goal of this review was to study the formation of communication skills of younger schoolchildren in one of the schools in Almaty, Kazakhstan, with a specific focus on the teaching of English.

**Method:** This study uses new estimation methodology according to the updated program of the primary, secondary education. Special attention is paid to the development of students' skills in four types of speech activity. This study originates new formula of formation of primary school students' communicative skills through the study of English.

**Findings:** Student interest in learning English: The survey results showed that a majority of students ( $76\% \pm 3.3$ ) expressed an interest in learning English.

Insufficient attention to communication skill.

The review identified that the content of the English textbook paid little attention to the development of communication skills through language study.

Among parents, 53% expressed disagreement with their child learning English from the primary school level, while 40% supported the idea.

76% of parents found it difficult to track their child's progress in the English language.

# Research 2

## DEVELOPMENT OF COMMUNICATIVE SKILLS AMONG KAZAKHSTAN PRIMARY SCHOOL STUDENTS

Table 1. The results of the survey carried out to identify the communication skills of students through teaching English.

The SAS System/The FREQ Procedure (N=127)				
Question	Versions of answer			Total Percent (%)
	Yes (P%±m%)	No (P%±m%)	Don't know (P%±m%)	
Are you interested in learning English?	55±1.3	25±1.1	20±1.0	100.0
Do you use English outside of school hours?	23±1.1	52±1.3	25±1.1	100.0
Do you need English in Kazakhstan?	22±1.0	55±1.3	23±1.1	100.0



# Research 3

The impact of the pre-school self-regulation program on the self-regulation, problem behavior and social skills of children

**Aim:** The research aims to evaluate the impact of the Preschool Self-Regulation Program on children's self-regulation skills, problem behaviors, and social skills.

**Method:** The deduction method is used for analyzing qualitative data, which involves identifying themes, patterns, and insights based on the collected qualitative information. By combining quantitative and qualitative methods within the embedded design, the research aims to provide a more comprehensive understanding of the effects of the Preschool Self-Regulation Program on children's self-regulation skills and so on.

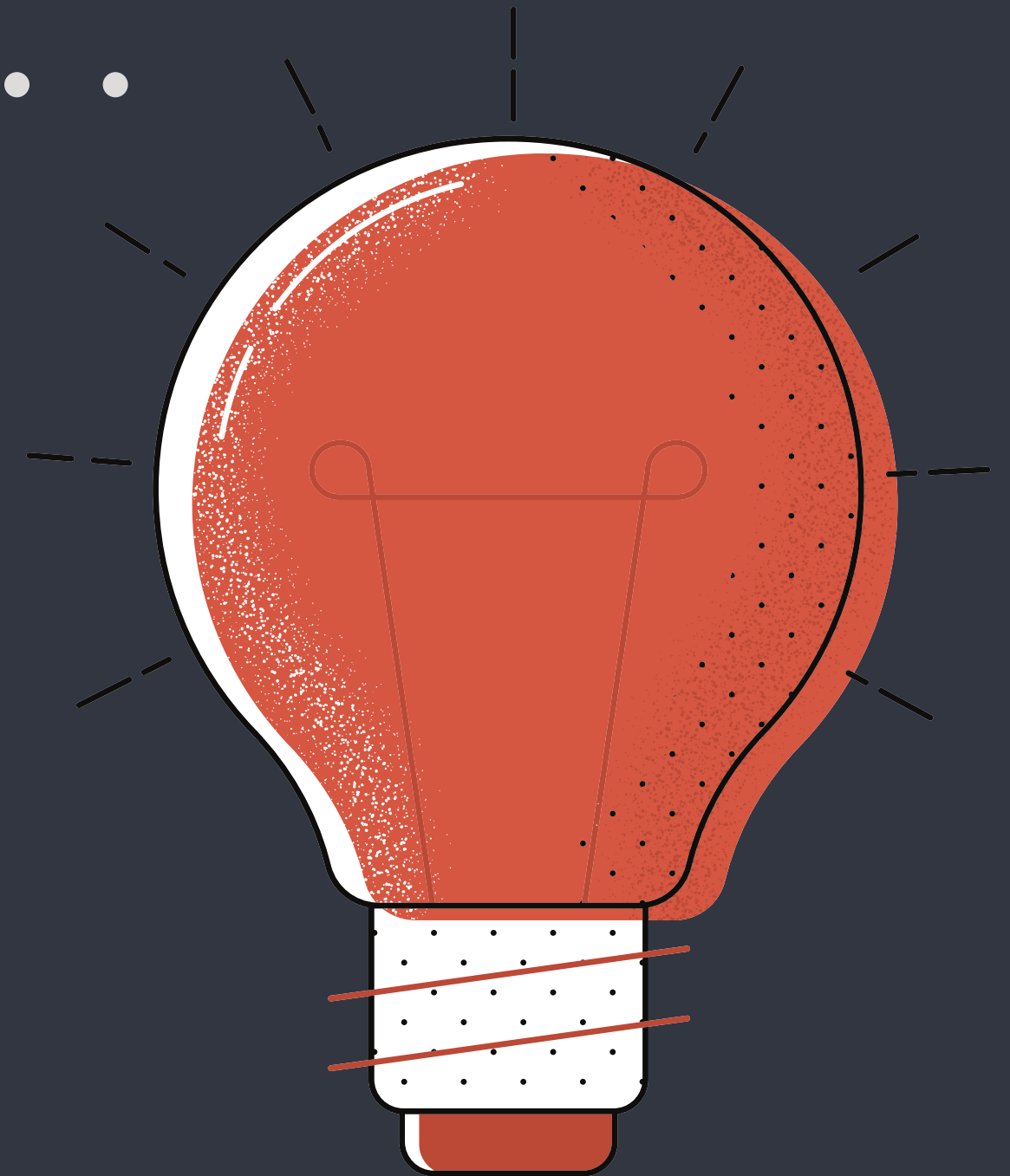
**Findings:** The study concluded that the Pre-School Self-Regulation program develops self-regulation and social skills among children while significantly reducing problem behaviors.

In terms of social skills, the study found a significant difference in the pre-test and post-test scores between the experimental and control groups. This indicates that the program positively impacted the social skills of children in the experimental group.

Preschool Self-Regulation Program was effective in enhancing children's self-regulation skills, reducing problem behaviors, and improving social skills

# Question

How factors influence a person's social skills?



# Methods

HOW DO WE GET INFO?



# Interviews



Qualitative interviews:

Extensive conversations can be conducted with individuals who have firsthand experience with social differenties and felt the impact of society.

# Details

## RESEARCH PLAN:

Find out what impact a person's social and cultural environment has on social skills

## SAMPLING STRATEGY:

Participants were chosen based on their individual backgrounds and firsthand encounters.

## DATA COLLECTION METHODS:

Presentations are versatile communication tools that encompass lectures, demonstrations, speeches, reports, and more.

# SAMPLE SURVEY CONSENT FORM

## PRIVACY

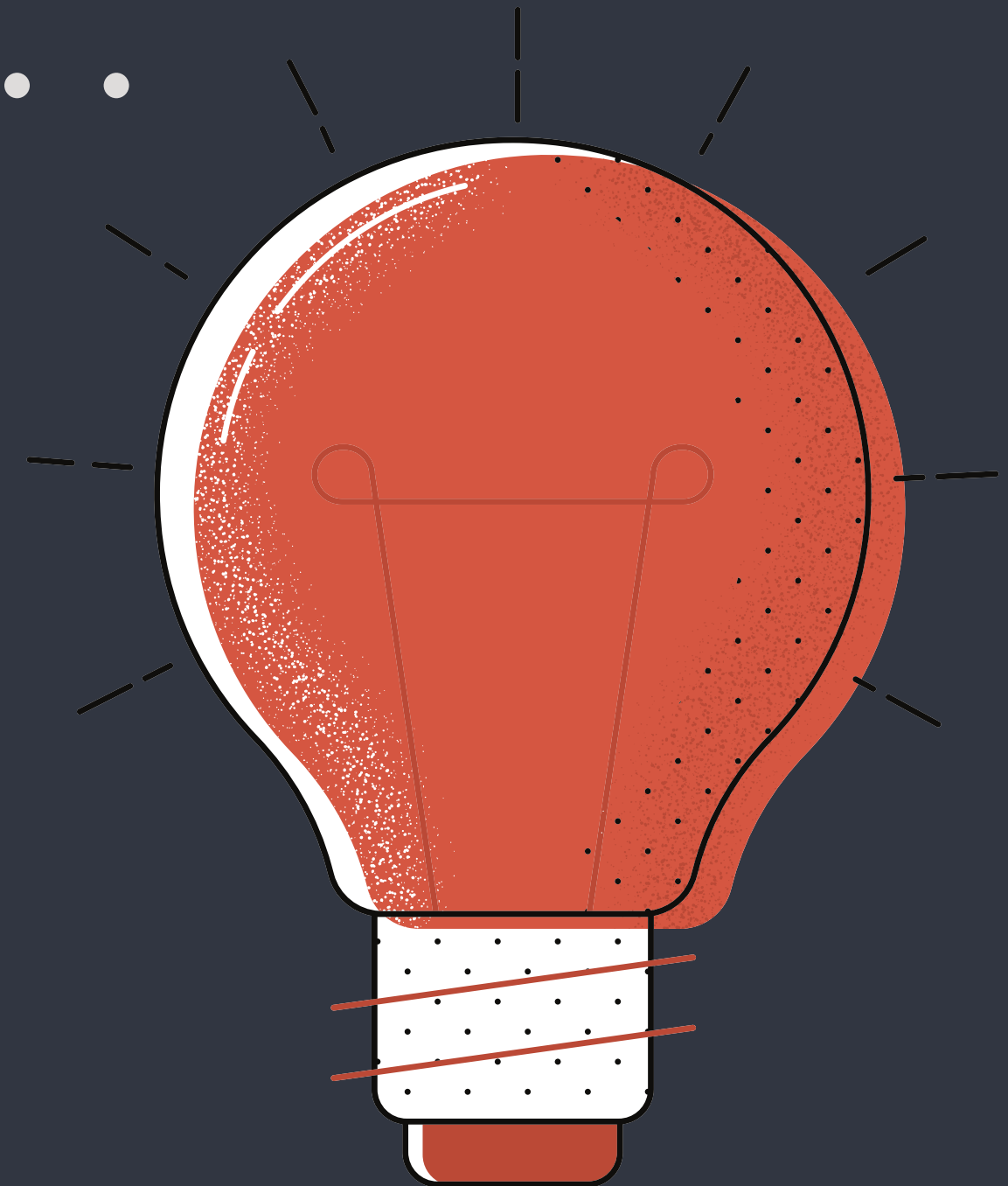
It states that all responses will be kept confidential within reasonable limits. Only those directly involved with the project will have access to the data. Reasonable measures will be taken to protect the participants' identity, and their identity will remain anonymous.

## RISKS

Risks of this study are Sampling errors, Cultural prejudices, Influence of external factors, Unpredictable results and so on. The anticipated benefits are Improving cross-cultural interaction, improving knowledge in the field of culture, knowledge of what influences our social skills.



# RESULTS



I am \_\_\_\_ years old

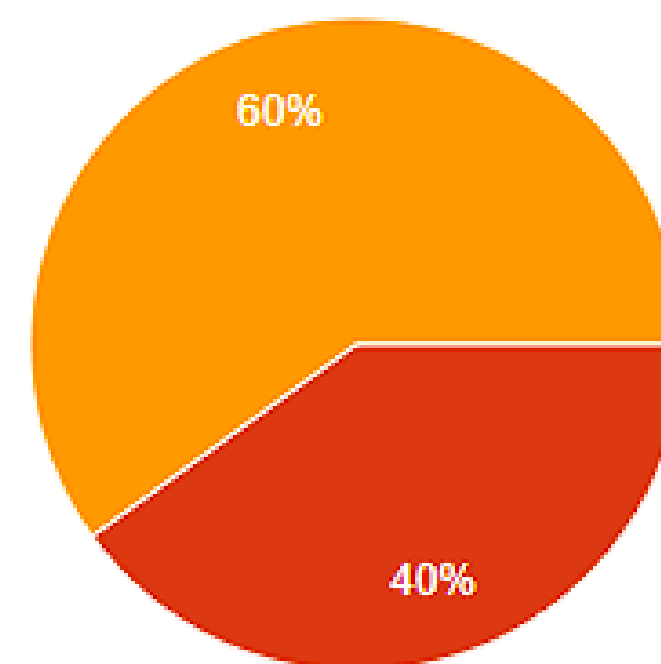
30 ответов



- 17-21
- 22-25
- 26-30
- 30+

How do you rate your social skills?

30 ответов



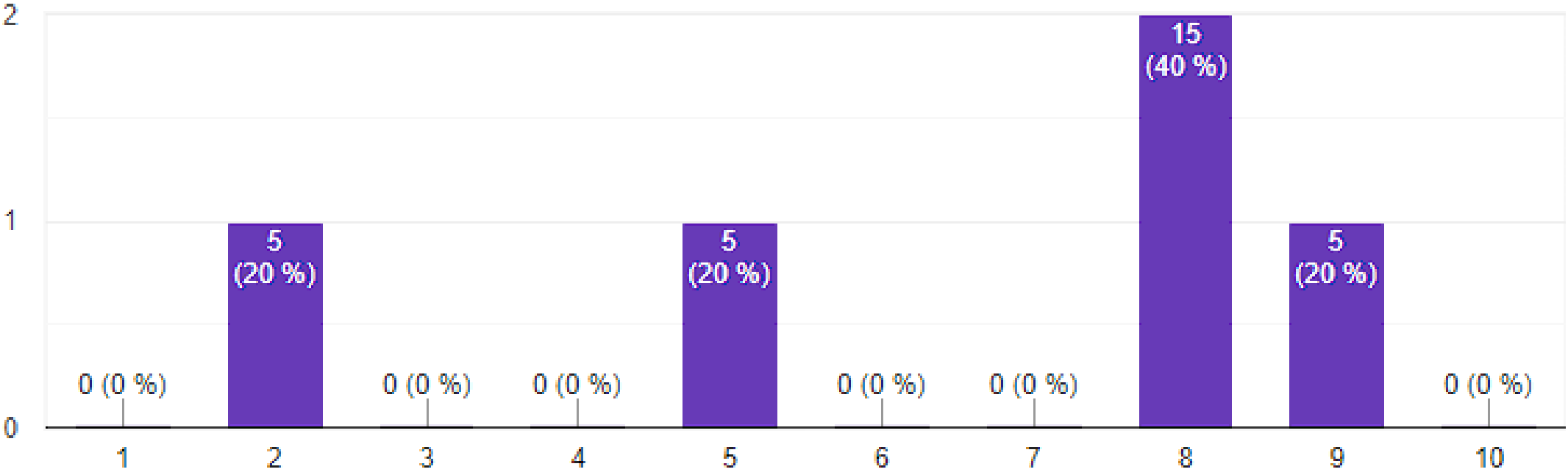
- 0-2
- 3-5
- 6-8
- 9-10



On a scale of 1 to 10, how much impact do you believe cultural factors have on the development of social skills?

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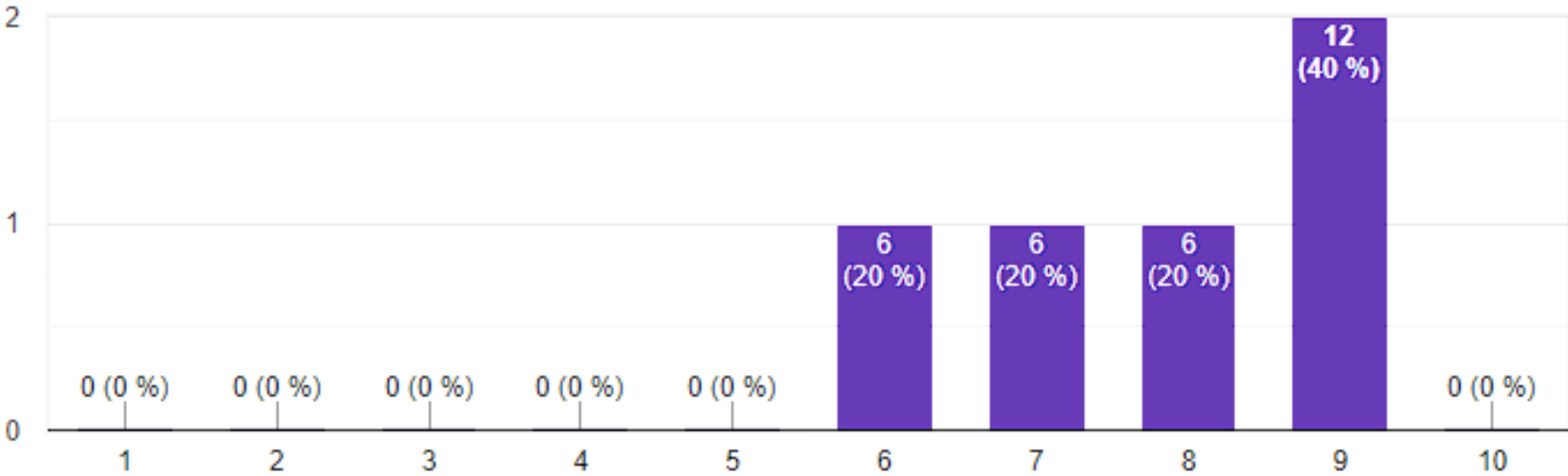
30 ответов



How would you rate the influence of societal expectations and norms on the expression of social skills?

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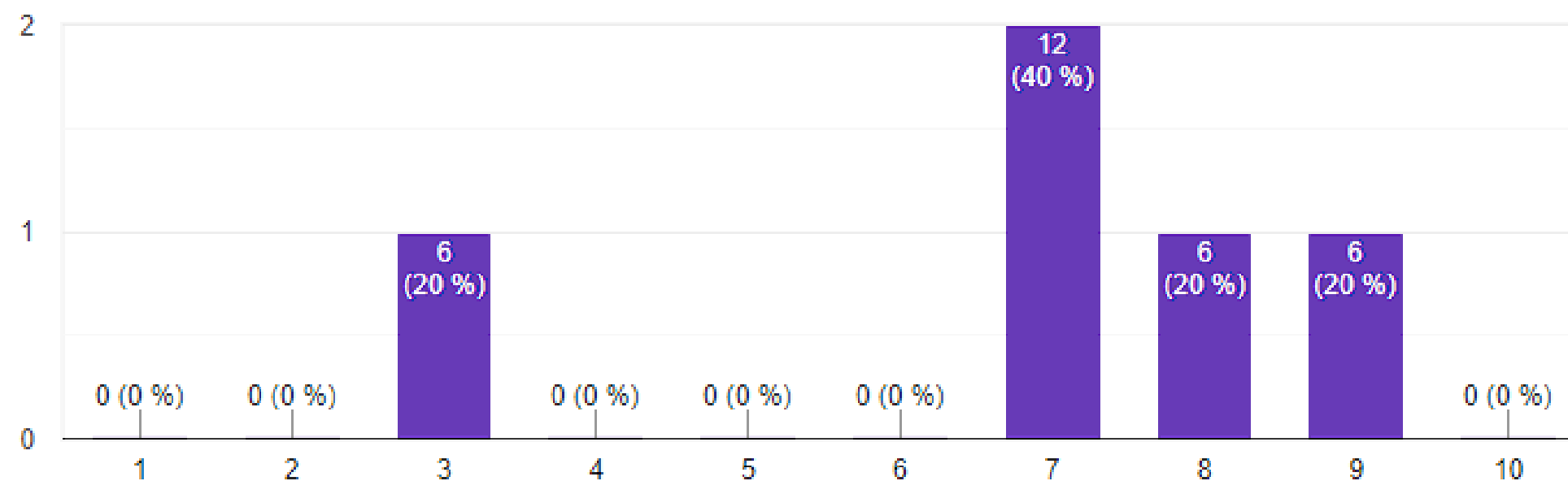
30 ответов



On a scale of 1 to 10, how significantly do gender roles and expectations in Kazakhstan influence the acquisition and expression of social skills?

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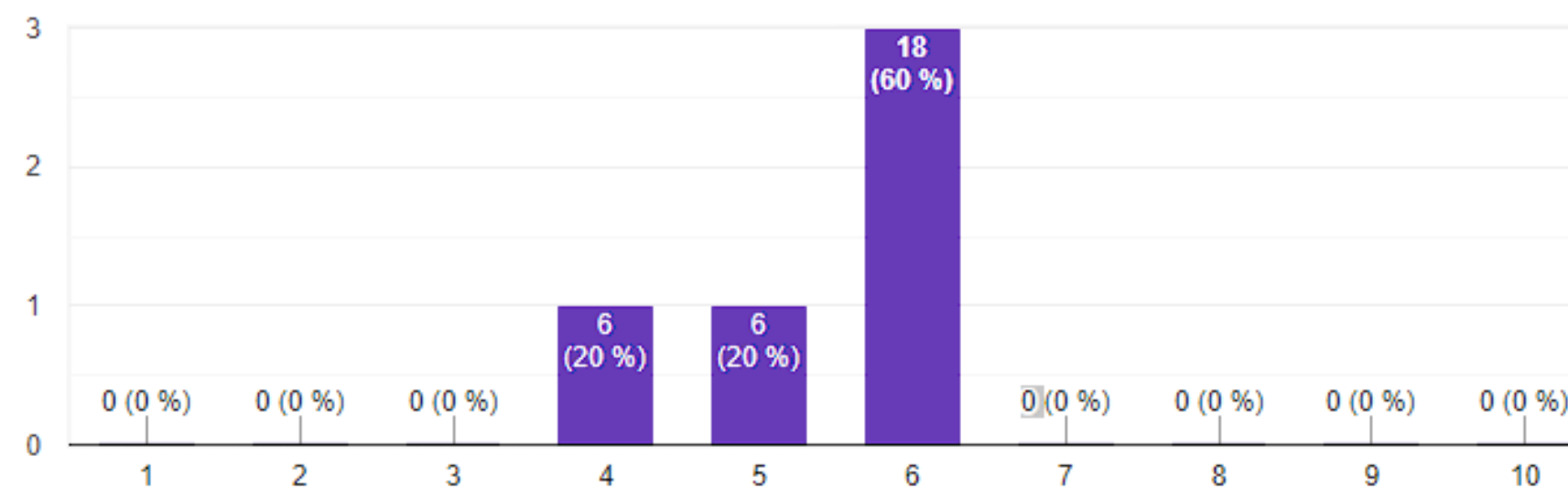
30 ответов



On a scale of 1 to 10, how significantly do you think educational practices and systems in Kazakhstan contribute to the development of social skills?

 Копировать

30 ответов



When did good social skills come in handy for you?

30 ответа

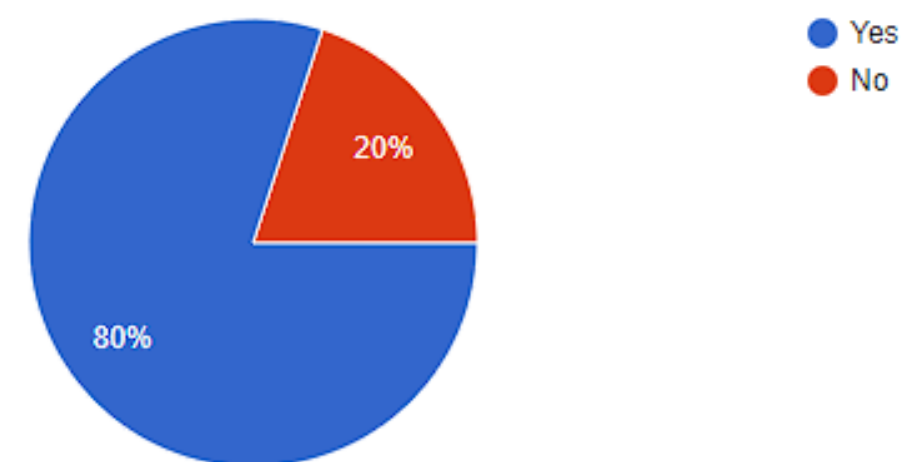
it's trite to ask people, for example, where is a street or a bus stop :)

at work, in school, everywhere i guess

in University

Do you think that Kazakh traditions and customs influence social skills?

30 ответов



Do you consider yourself a person with excellent social skills? If No, explain please

28 ответа

not quite

not excellent but good

Not excellent, but good social skills

my social skills are medium

What frequent communication problems do you observe in people?

26 ответов

They are afraid to talk to people passing by, etc.

they tend to more use parasite words

Often people don't even know how to continue the conversation

low self confidence, low communicative skills

непонимание

Have you ever faced difficulties due to a lack of social skills?

26 ответа

sometimes

no

Yes, sometimes i lack a bit of self confidence

yep

# RESULTS

Thanks to the analysis of data from surveys, we came to the conclusion that our participants in most cases believe that societal expectations and norms on the expression affect social skills.

Also, our inversionists in most cases answered that for the development of social skills, the sphere of education affects the development of social skills

# DISCUSSION



The findings of the present study align with previous research emphasizing the importance of self-regulation skills in children's development and their impact on problem behaviors and social skills. Studies have consistently shown that acquiring self-regulation skills at an early age is crucial for individuals to effectively control their emotions, impulses, thoughts, attention, and behavior (Blair, 2002; Florez, 2011; Kochanska et al., 2008; McClelland et al., 2013). The current research contributes to this body of knowledge by examining the effects of a specific Preschool Self-Regulation Program on these outcomes.

The findings highlight the potential of self-regulation interventions in promoting positive behaviors and social interactions among children. By equipping children with the ability to control themselves, their thoughts, emotions, and behavior, these interventions contribute to creating a conducive learning environment and fostering healthy relationships with peers and teachers (Blair & Raver, 2015; Calkins & Williford, 2009; Gablinske, 2014). Children who possess advanced self-regulation skills are better equipped to concentrate on tasks, adapt to the school environment, and maintain positive relationships (Shafer, 2015). Moreover, the positive changes observed in social skills and problem behaviors suggest that self-regulation interventions have a holistic impact on various aspects of children's development.

The results of the study also underscore the limitations of traditional behavior control programs that rely on adult interventions. While these programs have shown some effectiveness, they are often limited by the presence of the adult and the time demands placed on the practitioner (Otten, 2003). In contrast, self-regulation interventions empower children to take responsibility for their own behavior control, leading to more sustainable and independent outcomes (Kern & Dunlap, 1994).

However, it is important to acknowledge that the development of self-regulation skills is not the sole factor contributing to the observed changes in problem behaviors and social skills. The comprehensive programs evaluated in previous studies also address other domains and competencies, such as social development and academic success (Tominey & McClelland, 2011). Thus, the positive outcomes in problem behaviors and social skills may be influenced by the combined effects of multiple factors targeted by these interventions.

# Conclusion





# References

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