



Teacher Discourse and the Development of Social Skills in the Classroom

Mr. Sushil Kumar, Research Scholar, Dept. of Education, CDLU, Sirsa (Haryana) Sushilbolan645@gmail.com
Professor (Dr.) Ranjit Kaur, Chairperson, Dept. of Education, CDLU, Sirsa (Haryana)

Abstract

The development of students' social skills is a multifaceted process that requires a combination of effective teaching strategies, a nurturing learning environment, and active teacher engagement. In order to ensure students' academic success, mental health, and potential achievement in navigating the intricacies of the social world, teachers play a crucial role in promoting the development of social skills in the classroom. The National Education Policy 2020 in India further reinforces the importance of social-emotional learning, highlighting the need for a comprehensive approach to education that goes beyond academic achievement and assigns students with the skills necessary to navigate the 21st-century world.

Keywords- Social -Emotional Learning, Teacher's Role and Holistic Development.

Introduction- The teacher's influence on students' social development within the classroom is paramount. It's not merely about managing behavior; it's about cultivating a dynamic social ecosystem where students learn and practice essential interpersonal skills. Teachers play a pivotal role in creating a social environment that supports and nurtures the growth of students' social skills. Social skills are essential for students' academic success, emotional well-being, and overall socialization, and teachers' discourse and interactions with students can significantly impact the development of these crucial abilities. (Al-Matari et al., 2022)

Pinpointing students' social skill gaps and behavioural excesses empowers teachers to personalize instruction for each learner's unique needs. Employing a directive instruction method that involves teacher modelling, student practice, and feedback can be an effective strategy to help students acquire and refine their social skills. (Cullinan et al., 1992)

Teacher Discourse and Their Impact-

Teachers' use of language, including the tone, phrasing, and content of their interactions with students, can profoundly influence the social dynamics within the classroom. Respectful, inclusive, and empathetic discourse can nurture, promoting positive peer relationships and encourage students to engage in meaningful dialogue, ultimately supporting the development of their social skills.

Descriptive Discourse- Teachers who engage in descriptive discourse, providing clear explanations and modelling appropriate social behaviors, can help students understand and internalize the necessary social skills (Cullinan et al., 1992). Conversely, teachers who rely heavily on authoritative or critical discourse may inadvertently undermine students' confidence and hinder their social growth.

Instructional Discourse- Teacher-student interactions that involve clear instructions, constructive feedback, Project-based learning and collaborative problem-solving offer rich opportunities for students to hone their social skills in a safe and supportive environment.

Fostering Classroom Relationships: In addition to their direct instructional approach, teachers play a crucial role in facilitating positive relationships between students. By actively attending to the dynamics within the classroom and addressing any relational challenges, teachers can help create an environment that is conducive to social development.

Developing students' social skills is a complex process requiring a multifaceted approach that integrates effective instruction, a supportive environment, and dedicated teacher engagement. This holistic approach recognizes the interconnectedness of teaching practices, classroom dynamics, and teacher commitment.

Social Discourse- By carefully analyzing their own discourse patterns and leveraging the power of language to foster social growth, teachers can significantly impact their students' social development. Ultimately, the cultivation of social skills through teacher discourse and classroom relationships is essential for students' academic achievement, personal well-being,



and future success in navigating the complexities of the social world.

Overall, to ensure students' academic and personal success, teachers play a crucial role in establishing the classroom's social climate and assisting students in developing their social skills. (Cullinan et al., 1992) (Okita, 2012) (Murad et al., 2021)

Disciplinary Discourse- Effective teachers also recognize the importance of disciplinary discourse, which involves promoting students' understanding and use of subject-specific language and knowledge. By explicitly teaching the discourse patterns and conventions of different academic disciplines, teachers can help students develop the tools necessary to engage in meaningful discussions and written work within those fields (Larsson, 2018).

Collaborative Instruction: Collaborative learning strategies can also serve as a valuable approach for fostering social skills development. These techniques provide students with opportunities to develop and refine their social skills by fostering collaboration, discussion, and peer learning. Working together encourages communication, active listening, and perspective-taking, all essential components of social competence.

Specific Social Skills Fostered by Teacher Discourse-

Social skills-based instruction can target a range of competencies, including communication, emotional regulation, problem-solving, and conflict resolution. Effective teacher discourse facilitates students' awareness and management of their emotions, fosters empathy and compassion for others, cultivates healthy relationships, and enables constructive handling of stressful situations.

Communication Skills: Through targeted teacher discourse, students can develop effective verbal and nonverbal communication skills, such as active listening, clear expression of ideas, and appropriate body language.

- **Emotional Regulation:** Teachers' modelling of emotional awareness and regulation can help students learn to identification, understand, and handle their own emotions, which are essential for building positive relationships.
- **Conflict Resolution:** Discourse that emphasizes empathy, compromise, and problem-solving can furnish students with the competencies to address and resolve problems constructively.
- **Cooperation and Collaboration-** Collaborative instructional strategies that incorporate group work and interaction provide students with valuable opportunities to develop essential social skills, such as communication, conflict resolution, and cooperation.

By intentionally shaping their discourse and by fostering a nurturing educational setting, educators can substantially enhance the development of essential social skills in their students.

Empathy and Emotional Regulation: Through teacher modelling and targeted instruction, students can learn to recognize and respond to the emotional states of their peers, fostering a sense of understanding and compassion.

- **Decision-Making and Critical Thinking:** Discourse that encourages students to engage in thoughtful analysis, consider multiple perspectives, and make informed choices can cultivate essential decision-making and critical thinking skills.
- **Interpersonal Relationship Skills:** Positive teacher-student relationships and opportunities for meaningful peer interactions can help students develop the skills necessary for building and maintaining healthy interpersonal relationships.

In summary, the teacher's role in fostering students' social skill development through their discourse and classroom practices is foundational. By intentionally shaping the classroom's language, interactions, and overall social environment, teachers can profoundly impact students' social, emotional, and academic growth.

Conflict Resolution-Teachers can also play an important role in helping students develop effective conflict resolution skills. By indicating effective conflict resolution strategies, explicitly instructing students in these skills, and offering opportunities for practice in a supportive setting, educators can furnish students with the essential tools to manage social



challenges and cultivate positive peer relationships. (Cullinan et al., 1992) (Garibaldi & Josias, 2015)

The Role of Classroom Context-

- Classroom Climate- The psychological environment of the classroom, which is heavily influenced by the teacher's discourse and interactions, can have a crucial impact on students' social skill development.
- Peer Dynamics- The nature of peer relationships and interactions within the classroom can either support or hinder students' social skill development.
- By actively monitoring and addressing issues related to bullying, exclusion, or negative peer dynamics, teachers can create a more supportive environment for social growth.
- Targeted Instruction- In addition to creating a supportive classroom climate, teachers can also integrate explicit instruction on social skills into their curriculum, providing students with the knowledge and practice needed to develop these crucial competencies.
- Modelling and Reinforcement- Through their own modelled behavior and by reinforcing positive social interactions among students, teachers can further enhance the development of social skills within the classroom context.

Teacher-Student Relationships-

Strong, positive relationships between teachers and students can serve as a foundation for social skill development, as they provide a safe and nurturing environment for students to take risks, practice social skills, and receive supportive feedback.

By considering the role of the classroom context and integrating a range of strategies, teachers can create an environment that is conducive to the development of essential social skills.

Peer Interactions

Opportunities for meaningful peer interactions, both structured and unstructured, can also contribute to students' social skill development. Through collaborative learning activities, group discussions, and informal social interactions, students can practice communication, empathy, and conflict resolution skills.

Cultural and Linguistic Diversity

- Teachers must also be mindful of the diverse cultural and linguistic backgrounds of their students, and adapt their discourse and instructional approaches accordingly.
- By acknowledging and valuing the unique perspectives and communication styles of all students, teachers can foster a inclusive classroom environment that supports the development of social skills across diverse populations. (Garibaldi & Josias, 2015) (Cullinan et al., 1992)

The teacher's role in shaping discourse and creating a supportive classroom environment is crucial for the development of students' social skills (Cullinan et al., 1992) (Garibaldi & Josias, 2015) (Mareta et al., 2021) (Rehman et al., 2023). By intentionally fostering positive relationships, modelling appropriate behaviors, and providing targeted instruction and opportunities for practice, teachers can have a profound impact on the social, emotional, and academic growth of their students. (Garibaldi & Josias, 2015) (Zainullah et al., 2023) (Cullinan et al., 1992)

NEP 2020 and Development of Social Skills

The National Education Policy 2020 in India has an important focus on the development of students' social and emotional abilities. In order to prepare students for success in the twenty-first century, the policy acknowledges the essential nature of offering them a wide variety of competences, such as critical thinking, empathy, communication, and teamwork.

The National Education Policy 2020 promotes a paradigm change in education, moving away from a narrow emphasis on academic performance and toward a more all-encompassing approach to personal growth. A large amount of research emphasizing the importance of social and emotional skills in affecting academic outcomes and overall life success supports this change. With a focus on developing abilities like self-awareness, self-regulation, relationship management, and responsible decision-making, the NEP 2020 expressly encourages



incorporating social-emotional learning into the curriculum. This policy acknowledges that a comprehensive education must give pupils the critical social and emotional skills they need to succeed in the twenty-first century in addition to academic knowledge.

So as to establish a more fair and inclusive educational system where students from a variety of backgrounds can flourish and positively impact their communities, NEP 2020 places a high priority on the development of social and emotional skills. This policy change has important ramifications since it emphasizes how important it is for educators to intentionally create a classroom climate that encourages the development of social skills.

Conclusion

In short, the teacher's support for developing discourse and providing a supportive classroom atmosphere is critical for students' social development. Teachers can have a significant impact on their students' social, emotional, and academic development by purposefully developing healthy relationships, shaping proper behaviors, and offering targeted instruction and practice opportunities. The National Education Policy 2020 in India emphasizes the importance of social-emotional learning, emphasizing the need for a comprehensive approach to education that goes beyond academic achievement and provides students with the skills they need to navigate the complexities of the twenty-first century world.

References

- Al-Matari, A. S., Almoqbali, M. A., & Almaawali, I. M. (2022). Teachers' perceptions of social and emotional learning competencies in the schools of the second episode of basic education in Oman. In *INTERNATIONAL CONFERENCE ON RESEARCH AND DEVELOPMENT (ICORAD)* (Vol. 1, Issue 1, p. 181). <https://doi.org/10.47841/icorad.v1i1.23>
- Cullinan, D., Sabornie, E. J., & Crossland, C. L. (1992). Social Mainstreaming of Mildly Handicapped Students. In *The Elementary School Journal* (Vol. 92, Issue 3, p. 339). University of Chicago Press. <https://doi.org/10.1086/461696>
- Garibaldi, M., & Josias, L. (2015). Designing schools to Support Socialization Processes of Students. In *Procedia Manufacturing* (Vol. 3, p. 1587). Elsevier BV. <https://doi.org/10.1016/j.promfg.2015.07.446>
- Larsson, P. N. (2018). "We're talking about mobility:" Discourse strategies for promoting disciplinary knowledge and language in educational contexts. In *Linguistics and Education* (Vol. 48, p. 61). Elsevier BV. <https://doi.org/10.1016/j.linged.2018.10.001>
- Mareta, P. R., M, A. A., & Susanto, S. (2021). The Social Skills of Students in the Pandemic Period (The Case Study in SMAN 1 Kedunggalar, Ngawi District, East Java, Indonesia). In *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* (Vol. 4, Issue 1, p. 369). <https://doi.org/10.33258/birle.v4i1.1618>
- Murad, T., Ghadeer, S. Y., & Assadi, J. (2021). The Effect of Teachers' Attitudes Towards Collaborative Instruction on Students' Writing and Speaking Skills. In *Journal of Language Teaching and Research* (Vol. 12, Issue 3, p. 343). Academy Publication. <https://doi.org/10.17507/jltr.1203.03>
- Okita, S. Y. (2012). Social Interactions and Learning. In *Springer eBooks* (p. 3104). Springer Nature. https://doi.org/10.1007/978-1-4419-1428-6_1770
- Rehman, M. H.-, Shah, Z. A., & Malik, M. A. (2023). Social Skills and Students' Behavior: A Study of Secondary School Students' Practices. In *Review of Education Administration and Law* (Vol. 6, Issue 2, p. 501). <https://doi.org/10.47067/real.v6i2.348>
- Zainullah, Z., Mahfud, Moh., & Riniati, W. O. (2023). Exploring the Role of Teacher-Student Relationships in Academic Achievement: A Qualitative Study in Primary Schools. In *The Eastasouth Journal of Learning and Educations* (Vol. 1, Issue 2, p. 76). <https://doi.org/10.58812/esle.v1i02.111>