

The Influence of Short Videos on the Development of Social and Emotional Competencies in Primary School Students

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Abstract: This paper examines the influence of short videos on the development of social and emotional competence among primary school students. By conducting a literature review and a case study, it investigates the beneficial impacts of short videos on students' cognitive abilities, social skills, and emotional expression. Conversely, it also analyzes potential adverse effects, including issues of addiction, exposure to misguided values, and social isolation. The findings indicate that short videos can serve to expand students' knowledge, facilitate interpersonal communication, and improve their emotional regulation. Nevertheless, the variable quality of content poses a risk of negatively influencing students' cognitive and behavioral development. In light of these findings, the paper advocates for a collaborative approach involving schools, families, and society to foster students' social and emotional competence while mitigating the negative impacts of short videos. Further research is suggested to explore the long-term effects of short videos on student development across diverse socio-cultural settings.

Keywords: Elementary school students, Short videos, Social-emotional competence, Cognition and development

1. Introduction

Social and Emotional Skills (SES), also known as non-cognitive skills, soft skills, or personality skills, are the ability of an individual to effectively perceive and manage the emotions and feelings of the self and others, to establish positive relationships with others and society, and to be able to deal with problems effectively [1]. CASEL (Collaborative for Academic, Social, and Emotional Learning) defines social and emotional skills as five skills related to the development of cognitive, emotional, and behavioral abilities: Self Awareness; Self Management; Social Awareness; Relational Skills; Responsible Decision Making [1]. Research has found that social and emotional competence is important for individual development, and is an important factor affecting students' academic and life success. The development of the economy and society in the 21st century requires the cultivation of well-rounded people with balanced development of cognitive, social and emotional skills [2]. Developed countries around the world have listed the cultivation of social-emotional competence as a core objective and key content of school education [3]. The Chinese government mentioned in the "Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" that "moral education is the first thing to be emphasized, competence is the most important thing, and all-around development" is the strategic theme of the future development of education. At present, China is in the process of

comprehensively deepening the comprehensive reform in the field of education, accelerating the modernization of education, and promoting the development of students' core literacy, and the development of students' social and emotional competence as an important content should not be ignored [1].

Short video is a kind of information dissemination medium that has emerged in recent years and is becoming the main channel for people to obtain information. At the same time, short videos are increasingly popular because they satisfy the needs of elementary school students for rapid access to information with the characteristics of resource quantization, interesting content, social interaction, and time fragmentation.

Elementary school students are in the stage of cognitive development in the stage of concrete operation and formal operation. In these two stages, elementary school students are curious, imitative and emotionally rich, but at the same time, they are also limited by experience and knowledge, easily influenced by emotions and prejudices, and their thinking patterns are prone to get stuck in a deadlock when facing complex situations. The large amount of time-sensitive information brought by short videos has a great impact on the cultivation of students' social and emotional abilities. This paper focuses on how short videos affect elementary school students' cognitive, social, and emotional expression abilities, and what potential drawbacks exist at the same time. This study provides a reference for educators and parents to help elementary school students use short videos appropriately to promote the development of social and emotional competence while avoiding their negative effects.

2. The impact of short videos on the development of social and emotional competence of primary school students

2.1. Positive influence

2.1.1. Improvement of cognitive ability

The rich and diverse contents of short videos can provide more choices for primary school students, broaden their knowledge, and let them understand the human history, science and technology of different places. For example, short videos of talent demonstrations can motivate primary school students to discover their own interests and explore their potential. When a primary school student is attracted by the dynamic dance moves in a short dance video and becomes interested in dance, it helps him to recognize his own preferences in the field of art.

Elementary school students can also broaden their horizons and learn about different values in short videos, for example, popular science videos can make them realize the value of knowledge. Meanwhile, positive short videos for public welfare and inspirational short videos can make primary school students realize the value of helping others and working hard to establish correct values.

In addition, some short videos about personal growth experiences can also help primary school students better understand and accept their inner emotional changes.

2.1.2. Enhancing social skills

Diverse short video content provides primary school students with a large number of social topics, and students are able to promote interaction and communication by sharing and discussing short video content. For example, when discussing favorite short video content with classmates, by sharing their feelings and insights, they can enhance the emotion between peers; in addition, they can find common topics of interest, which makes it easier to integrate into the group, enhances the sense of collective belonging, and improves the initiative of socialization.

Some short videos on communication skills and teamwork can help primary school students learn how to better interact with others. These videos often involve establishing and maintaining healthy and positive interpersonal relationships, including being able to communicate effectively with others, listening well to others' opinions and ideas, and being able to express one's own views while trying to understand others' ideas, so as to get the optimal solution. For example, the ability to actively engage in group discussions while thoughtfully considering the suggestions of group members. It also includes being able to resolve interpersonal conflicts, and when there is a conflict with a friend, it will be resolved through negotiation and compromise.

2.1.3. Cultivate the ability to express emotions

The rich content in short videos can expose primary school students to diverse emotions, which is conducive to students' understanding, distinguishing and expressing different kinds of emotions. For example, some emotional animated short videos will display emotions such as happiness, sadness, anger and emotion through graphic characters and plots, so that primary school students can learn the expressions, body movements and languages corresponding to different emotions. As a result, they can better express their inner feelings when they get along with friends and family. Some studies have shown that students develop a deeper sense of empathy, an appreciation for diversity, and the confidence to express their individuality during the viewing of short videos [4].

At the same time, watching others' emotional expression and handling can also enable primary school students to learn how to deal with different emotions, and when they encounter frustration or anger, they can regulate or release their emotions in an appropriate way, so as to improve their emotional management skills.

2.2. Negative effects

2.2.1. Problem of addiction

Short video platforms will apply big data to push some content that attracts elementary school students, while elementary school students' self-control ability is weak. They are easy to be addicted to it and difficult to extricate themselves. This will cause them to remain addicted to short videos when they should be studying or resting, and they can't exercise good self-restraint, which greatly affects their study, rest and social activities. Being addicted to short videos leads to primary school students not being able to realize the planning of their own behavior, not being able to arrange their time reasonably, and affecting the normal development of self-management ability.

2.2.2. Misleading values

Due to the mixed content of short videos, some concepts contrary to mainstream values may appear. Elementary school students are not yet mature in social cognition and may be confused about correct values. For example, after seeing short videos showing off wealth, they may question the value of studying hard. Some contents in short videos may carry one-sided views, leading elementary school students to form stereotypes. For example, the one-sided presentation of certain occupations in some short videos may give elementary school students an unobjective perception of these occupations.

Additionally, certain short videos propagate erroneous concepts such as instant success and obtaining something for nothing, which not only distort the decision-making values of primary school students but also incline them towards opting for shortcuts and disregarding responsibilities and consequences in their decision-making processes.

2.2.3. Social isolation

The fun and attractiveness of short videos will make primary school students overly dependent on them, which may lead to less communication with people in reality and gradually social distance from people around them. They may be more willing to interact with others in the virtual world and neglect interpersonal relationships in reality.

And social isolation may also lead to primary school students' emotional needs not being met, thus affecting their mental health.

3. Recommendations

3.1. Create a favorable relationship environment

Don't be too anxious and resistant in the face of elementary school students' use of short videos, which will instead provoke the rebelliousness of elementary school students. As one of the three major sources of influence on students' development, schools should give students care and promote students' self-identity [5]. On the one hand, schools and teachers should guide students to use short videos rationally; on the other hand, schools should integrate social-emotional competence development into other core curriculum teaching, so as to promote the development of students' cognitive skills while also developing their social and emotional competence. Furthermore, a variety of activities inside and outside the classroom should be set up to promote students' abilities through various teaching and cultural and sports activities; effective home-school and community cooperation activities should be designed to create a harmonious environment for the development of students' emotional competence [1]. Schools can carry out a wealth of related activities to improve primary school students' awareness and discrimination of short videos. For example, short video appreciation classes are held so that students can learn to analyze the content and value of short videos.

3.2. Strengthening home-school cooperation

As more and more children are bombarded with messages from popular culture, the Internet, television, music, videos, and other channels unfiltered by adults, it is becoming increasingly important for the primary caregivers in children's lives to deliver strong, coordinated health-promoting messages. Mental health education is not just the responsibility of counselors or teachers, but is a school-wide process involving students, faculty, and parents [6]. When families and schools work closely together to implement social-emotional learning programs, students gain more and the effects of the programs are more lasting and pervasive.

It is recommended that educators (parents, teachers, and counselors) and students develop good relationships with each other, utilize real-life examples and practical experiences in curricular activities, and emphasize hands-on learning in extracurricular activities as a way to enhance social and emotional skills such as responsibility, teamwork, and self-confidence [1].

3.3. Purify the short video environment

Platforms ought to implement a rigorous content review mechanism, employing a hybrid approach of artificial intelligence and manual oversight to conduct real-time monitoring and screening of short videos. This system should promptly identify and address content that is vulgar, violent, terrorist, false, or otherwise undesirable, thereby strictly prohibiting its dissemination online. Concurrently, platforms should refine their recommendation algorithms to prevent the over-recommendation of entertainment-focused and fragmented content to elementary school

students. Instead, they should accurately curate and promote positive and educational short videos, such as those pertaining to popular science, traditional culture, and art appreciation, tailored to the age-specific characteristics and interests of primary school students. This strategic approach aims to foster the development of their social and emotional competencies.

In addition, the platform should strictly implement the real-name authentication system to ensure that the identity of users is real and reliable. For elementary school student users, the youth mode is enabled by default, and the content and standards of this mode are constantly improved to avoid elementary school students from being exposed to inappropriate short videos, while providing them with specialized quality content and interactive communities to create a healthy online environment.

4. Conclusion

This paper systematically reveals the positive effects and potential drawbacks of short videos by analyzing their impact on the cultivation of elementary school students' social and emotional competence. On the positive level, short videos can provide primary school students with rich cognitive experiences, stimulate interests and hobbies, and expand their knowledge, as well as enhance their social skills through diversified contents and help them better understand and manage their emotions. However, due to the weak self-control ability of primary school students, the problem of addiction to short videos can adversely affect their time management and study habits. In addition, the contents of short videos are mixed, and some of the wrong values in them may mislead students and lead to deviations in their social cognition. Over-reliance on the virtual socialization of short videos may also weaken real-life interpersonal relationships and affect mental health.

In order to fully utilize the educational potential of short videos while avoiding their negative impacts, this paper puts forward a number of targeted recommendations. First, schools should integrate social and emotional competence development into the curriculum and create a healthy learning and growth environment for students through activity design and home-school cooperation. Second, parents should strengthen supervision and guidance, and form educational synergy with schools. Third, short video platforms should optimize content management, implement a children's model, and limit the duration of use in order to reduce the interference of undesirable information on students.

Although this paper provides a new perspective on the relationship between short videos and the development of socio-emotional competence, there is still a need to further explore the specific influence mechanisms in different socio-cultural contexts. Future research can focus on the deeper role of short videos on students' long-term development to provide more scientific basis for educational practice.

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