

THE ROLE OF SOCIAL-EMOTIONAL EDUCATION IN THE DEVELOPMENT OF PEDAGOGY AND PRACTICE

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Abstract

This article discusses scientific achievements in the implementation of psychological and pedagogical programs for the development of emotional intelligence in the field of education. It is shown that this issue is relevant to both domestic and foreign disciplines. In the educational process, attention is given to concepts such as emotional and educational environment, and social-emotional learning. The necessity of introducing the ideas of emotional intelligence into practical activities is identified and justified. A tool for assessing the emotional abilities of individuals and organizations is indicated, and the question arises as to what needs to be done to become emotionally competent. Special educational programs aimed at developing emotional competence are being developed. Conclusions are drawn about the methodological foundations that should be relied upon when developing and implementing psychological and pedagogical programs for the development of emotional intelligence.

Keywords: Emotional intelligence, emotional intelligence learning environment, school of emotional inclusivity, social-emotional learning (SEL), emotional competence.

Introduction

Emotional intelligence has become one of the most prominent concepts of the last decade. It was listed as one of the top 10 skills by the World Economic Forum experts in 2020. Emotional intelligence and emotional-intellectual educational environments have been significant innovations in the field of education over the last three decades. Today, there is a need for a new generation that not only understands the essence of emotions and their impact on our lives but also can manage themselves and live harmoniously with others.

Thus, the relevance of the chosen topic is linked to the growing public interest in emotional intelligence and its relatively underexplored status as an object of psychological and pedagogical research.

Initially, the concept of "emotional intelligence" was related to social intelligence. This was particularly highlighted by researchers such as J. Guilford, H. Gardner, and G. Eysenck in the context of developing social intelligence issues. In Russian psychology, the idea of the unity of affect and intellect is discussed in the works of L.S. Vygotsky, S.L. Rubinshtein, A.N. Leontyev, A.R. Luria, and others.

The term "emotional intelligence" was introduced by American psychologists Peter Salovey and John Mayer, who defined emotional intelligence as the ability to observe one's own and others' feelings and the capacity to motivate oneself.



Currently, various approaches exist in both foreign and domestic psychology regarding the essence and structure of emotional intelligence. The activity in studying emotional intelligence is also linked to ongoing processes in the education sector today. Modern educational processes are no longer satisfied with reproductive teaching methods based solely on converging thinking and IQ as the primary indicators of society. In contemporary education, emotional-intellectual educational environments, inclusive emotional schools, social-emotional learning (SEL), emotional competence, emotional creativity, and emotional intelligence are crucial.

Abroad, special programs are being developed and implemented to teach emotional intelligence skills, such as "Social and Emotional Learning" (SEL). In 2002, UNESCO initiated a global effort to promote SEL by sending a statement to the education ministries of 140 countries outlining ten fundamental principles for implementing SEL. The theoretical basis of the SEL program is positive psychology, which focuses on the unity of thought, feelings, and actions to ensure positive development for children.

Social-emotional learning (SEL) typically involves teaching students to recognize and manage their emotions, develop empathy, care for others, make responsible decisions, establish positive relationships, and cope with challenging life situations.

This article provides a detailed analysis of the importance of emotional intelligence and social-emotional education, their contributions to the learning process, and their role in the modern education system.

Developing Skills for Effective Problem Solving

Social-emotional learning (SEL) is significantly influenced by David Antognazza, a professor at the University of Applied Sciences in Switzerland and an advocate for school reforms. He identifies five interrelated components of cognition, affect, and behavior, categorizing them into five main areas of social and emotional skills:

- Social competence
- Awareness (understanding your feelings)
- Communication skills
- Making responsible decisions

The SEL educational technology is deemed more effective in the context of a safe and conducive learning environment, where a key factor is the reliable and positive relationship between teachers and students, contributing to the quality of education, social and emotional development, and behavioral competence. Therefore, teaching emotional literacy is essential.

D. Goleman emphasizes the wisdom contained in properly utilized emotions: "They can help manage our thinking, clarify our values, and enable us to survive difficult situations. However, they can also lead to frequent missteps. As Aristotle suggested, the issue is not just about emotionality in general but about how well feelings and their expressions are aligned. Integrating our consciousness with our emotions and harmonizing it with kindness and attentiveness is crucial."

One important concept is emotional competence (referred to as EC later). Russian emotional intelligence practitioners S. Shabanov and A. Aleshina define it as a set of skills that includes the ability to recognize one's own feelings, identify the feelings of others, and manage both one's own and others' emotions. This model is hierarchical, meaning that the process of



developing EQ starts with understanding one's own emotions. Often, we are taught not to be aware of our feelings, which can harm our health and relationships with others. Therefore, learning to recognize and manage emotions is logical.

Efforts are underway to transform traditional pedagogical systems into emotional mediators to enhance EQ development. According to emotional intelligence theory, EQ encompasses four skills: understanding one's own feelings, understanding others' feelings, and managing both one's own and others' emotions. Research aimed at identifying talents should be part of the individuality concept.

In the early 1970s, researchers began focusing on these positions, leading to the development of instruments to assess emotional competencies, including the Emotional Competence Inventory (ECI) and its subsequent versions ECI-2 and ECI-U.

The Emotional Competence Inventory (ECI) is designed to assess individuals' and organizations' emotional abilities. D. Goleman (1995) defined EQ as the ability to recognize one's own and others' emotions, self-motivate, and manage emotions in relationships.

To be emotionally competent, one should possess the following skills:

- Identifying one's feelings
- Recognizing the sources of feelings
- Choosing appropriate reaction types for subsequent actions.

Recently, there has been a growth in international networks for developing emotional intelligence among children aged 4 to 13 (the "EIChildren" emotional intelligence school). Activities are designed for different age groups: 4-6 years for preschool emotional preparation, 7-10 years for emotional intelligence development, and 11-13 years for emotional leadership development. The current methodology allows preschool and primary school-aged children to develop social skills and emotional intelligence, creating a foundation for their future competencies.

Methodological and psychological-pedagogical research is also being conducted for children with disabilities, particularly developing methodologies for teaching children with autism spectrum disorders to identify and express emotions through facial expressions.

The ASD technique ("Emotions. Autism") focuses on developing emotional recognition skills in children. This method teaches children to recognize and express basic emotions: joy, sadness, anger, disgust, surprise, and fear. It is presented in two versions: as a set of cards and as a mobile application ("Emotions. Autism"). The technique is applicable to children aged 6-18 years with ASD and various developmental disorders. It can also benefit children with developmental delays and mild intellectual disabilities. The technique develops the following skills:

- Paying attention to facial features important for recognizing emotions
- Identifying basic emotions
- Expressing emotions through mimicry
- Recognizing emotions on different faces.

These skills are key to emotional development and the depth and ease of acquiring communicative and social competencies depend on them.

Teachers and psychologists analyze psychological-pedagogical programs for developing emotional intelligence based on the following methodological foundations:



- L.S. Vygotsky's ideas (the zone of proximal development, the principle of considering real and proximal development zones, and the dynamic semantic system expressing the unity of affective and intellectual processes);
- The concept that emotions regulate cognitive activity (S.L. Rubinshtein);
- The approach showing emotional intelligence as a structure indicated by two "dimensions" (D.V. Liusin). They present four types of emotional intelligence.

In conclusion, when emotional intelligence is integrated into the educational process, it significantly influences students' social and emotional development. Ongoing research and the development of programs serve to strengthen social-emotional education in educational institutions, helping future generations develop as emotionally well-rounded individuals. Programs aimed at developing emotional intelligence improve the educational environment and strengthen students' interpersonal relationships.

Thus, we can conclude that efforts to develop emotional intelligence in the education sector are ongoing, and innovations contributing to children's successful and holistic development are actively being implemented.

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