Social-Emotional Education as an Innovative Pedagogical Phenomenon

Prof. R. G Safarova
National Institute of Pedagogics and Character Education, Uzbekistan

Sections Info	ABSTRACT
	Objective: *To analyze the distinctive characteristics, pedagogical significance, and implementation conditions of social-emotional education, as well as to identify the essential knowledge, skills, and competencies it cultivates in students.* ***Method:*** *A comprehensive literature review and analysis of empirical studies were conducted to synthesize current theoretical frameworks and practical approaches in the field.* ***Results:*** *The findings indicate that social-emotional education enhances individual well-being and fosters societal cohesion by promoting interpersonal competencies and academic success, thereby affirming its critical role in modern education.* ***Novelty:*** *This work provides a novel integration of theoretical insights and empirical evidence, offering a robust framework that informs educators, policymakers, and researchers on effectively incorporating social-emotional learning into diverse educational contexts.*

INTRODUCTION

Currently, social-emotional education is considered a phenomenon of significant pedagogical importance. The term "social-emotional education" was first introduced into scientific usage in the 1960s in the United States. The renowned child psychologist James Comer, together with his colleagues at the Children's School Center, successfully tested the "Comer School Development" program. This program was developed for two schools in New Haven that had faced failure.

The program developed by Comer emphasizes the necessity of creating a conducive environment for the educational activities of the school, an environment that students must value and love. It highlights the importance of addressing students' issues through dialogue and empathy, rather than through harshness, and stresses that teachers should maintain friendly relationships with students [1]. According to Comer, achieving these goals requires the involvement of teachers, psychologists, medical staff, and parents in the pedagogical process. By the 1980s, the levels of student achievement at this school

had risen from average to above-average. The problems related to students' behavior and school attendance were fully resolved.

According to paragraph 5 of the Decree of the President of the Republic of Uzbekistan, dated June 21, 2024, No. PQ-232, "On the Establishment of the National Institute of Pedagogy named after Qori Niyoziy", it is envisaged to gradually introduce globally recognized Social and Emotional Learning (SEL) methodologies in general secondary education institutions during the 2025/26 academic years. In this regard, "students in general secondary education institutions will be taught 5 social-emotional competencies (self-awareness, self-management, social awareness, building relationships with peers, and responsible decision-making)". This process will involve not only educators but also parents [2]. Social-emotional education is an educational process of great pedagogical significance aimed at the holistic development of students. During the process of social-emotional education, students will develop the social-emotional skills necessary for their future lives. Social-emotional education serves to ensure that students, teachers, and parents understand the importance of emotional intelligence, the need for an individual to achieve success, master knowledge, and maintain positive interpersonal relationships. The development of social-emotional competencies in students ensures their success in both the learning process and social relationships. This is because students' emotions and experiences significantly influence what and how they learn. Relationships based on empathy and support ensure a productive foundation for the educational process [3].

RESEARCH METHOD

Social-emotional education has a positive impact on students' levels of achievement. It contributes to the protection of their health, enhances their levels of cultural awareness, and increases their ability to generate ideas. As a result, it ensures their success throughout their educational journey, providing them with emotional resilience. This method helps create a safe and comfortable environment for students. Consequently, they gain the opportunity to find solutions to complex situations and test these solutions in their practical activities, while also developing responsibility and the ability to manage their emotions. This method allows students to adopt strategies for combating various pressures and apply these strategies in their daily activities, providing them with the chance to demonstrate creative engagement in a successful learning environment.

Social-emotional education creates a conducive environment for students to develop a range of cognitive, personal, and social competencies. In the school education process, students are required to receive education in a pedagogical environment that is comfortable for them. At the same time, they are expected to strengthen the theoretical knowledge they have acquired through practical activities and develop the necessary competencies. In a negative environment surrounding students, they tend to exhibit impatience toward various pressures. However, social-emotional education ensures the creation of a successful pedagogical environment for their development [4].

Social-emotional education encompasses 5 core competencies. These are the following:

1. Self-awareness.
2. Self-regulation.
3. Social awareness.
4. The ability to engage in interpersonal relationships.
5. Responsible decision-making [5].

The systematic development of these competencies is intended to ensure students successfully acquire knowledge, develop their skills, and prepare for life [6].

Specifically, the competency of self-awareness forms the foundation of emotional intelligence, enabling students to understand their personal emotions, motives, and influences. On the other hand, emotional intelligence encompasses self-awareness, empathy, social skills, and the ability to adapt to various situations. This, in turn, provides students with a sense of self-formation as individuals and instills confidence in their own effectiveness and the success of their activities. The knowledge they acquire helps students understand what they are capable of achieving. As a result, students come to realize the knowledge and skills necessary for their future development. The competency of self-awareness expands students' ability to monitor and manage their emotions, behaviors, and thoughts, set goals, seek ways to achieve them, and broaden their potential. Such a strategy is used to expand students' opportunities to apply their knowledge in practice, acquire the necessary skills outlined in the curriculum, and support their needs and behaviors [7].

RESULTS AND DISCUSSION

The competency of social awareness ensures the development of students' skills to set positive goals and achieve them, foster empathy toward others and their peers, find responsible solutions to problems, and make important decisions. This competency holds a central position in the modern educational process and is crucial for the holistic development of the individual and their success [8].

Responsible decision-making is among the skills that must be developed in students within the process of social-emotional education. Preparing students for responsible decision-making requires the development of their critical thinking skills. The ability to engage in interpersonal relationships contributes to the development of skills in teachers for successful collaboration with others, peers, and students. Such skills include active listening, teamwork, establishing healthy relationships with others, and making consensus-based decisions in conflict situations. These skills are developed as a result of effectively organizing and successfully managing the social-emotional education process. The social-emotional education environment plays a significant role in developing skills such as independence, discipline, moral values, involving students in collaboration, and teaching them to care for others. Educational materials, didactic texts, and video content that contribute to the formation of such skills allow students to meet their personal needs and develop their social-emotional domains. As a result, these

resources help create an educational environment based on positive relationships with peers and emotional resilience.

Today, the process of globalization, the emergence of new forms of science and technology, and the increasing complexity of daily life and the educational process are becoming increasingly apparent. In this context, the importance of the knowledge and skills acquired by students is clearly evident. At the same time, there is a strong need for the development of the individual. This is because students need to possess the skill of making appropriate decisions in various life situations, starting from their time in educational institutions.

Social-emotional education is becoming a core component of the modern educational paradigm worldwide. This is because social-emotional education not only aims to teach students academic knowledge but also focuses on developing and continuously enhancing the skills necessary for life. Social-emotional education benefits students; however, it has remained largely overlooked by researchers until today. This is because social-emotional education is a process of developing the essential skills required for life [9].

Social-emotional education is gaining even more pedagogical significance today. This aspect of education is based on the development of students' social-emotional skills. From this perspective, it aims to ensure that students can engage in successful activities within modern Uzbek society. Social-emotional education cannot simply be added to the curriculum. It requires an integrative approach to the educational process, which entails taking a deeper look into students' lives. The importance of social-emotional education is clearly demonstrated by the following points:

1. Developing students' intelligence. This helps them understand their emotions, regulate them, and use them effectively in daily life. Emotional intelligence serves as a foundation for students in determining their positions and directions for the future [10].

2. Expanding the scope of interpersonal relationships, which involves developing communication, empathy, and conflict resolution skills, is a key component of social-emotional education. These skills enable students to establish effective communication and collaboration with others [11].

3. Increasing students' opportunities to acquire knowledge. It is known that students with social-emotional intelligence are more successful in mastering knowledge deeply. They are able to quickly overcome stress and develop high levels of motivation and adaptability skills [12].

4. Addressing existing behavioral issues in students. Social-emotional education also helps students eliminate negative behaviors in their conduct. These include aggression, violence, and depression [13].

It should be emphasized that social-emotional education is not limited to the pedagogical process conducted within the school. Parents also play a crucial role in the social-emotional development of their children. To achieve this, they must create a supportive and nurturing environment at home.

Social-emotional education is considered an essential investment for the future of students. It not only ensures their success in the educational process but also provides them with the opportunity to prepare for future life activities. As a result, students will not only define their future development trajectories but will also become valuable individuals for Uzbek society. Alongside the social-emotional education process, parents, local communities, and labor collectives also contribute significantly to helping students acquire the necessary life skills. In this sense, social-emotional education is a key factor in developing students' leadership, creative thinking, and problem-solving abilities. These skills will help students lead successful lives in the future, demonstrate active citizenship, understand and respect each other as members of society, and exhibit tolerance. Therefore, social-emotional education is a continuous pedagogical process that forms the foundation for acquiring 21st century skills and developing 4K competencies, which are crucial for students' prospects. In this regard, researching the theoretical aspects of the social-emotional education process and creating its methodological support is one of the urgent issues awaiting solutions in the field of pedagogy.

CONCLUSION

Fundamental Finding: The integration of social-emotional education (SEE) into the curriculum markedly enhances students' emotional intelligence, interpersonal skills, and overall holistic development. **Implication:** This enhancement not only fosters improved decision-making, empathy, and resilience but also contributes to creating a positive, supportive learning environment by mitigating issues such as aggression, violence, and depression. **Limitation:** However, the current analysis is constrained by its short-term focus and limited contextual scope, which may not fully capture the enduring and culturally nuanced impacts of SEE. **Future Research:** Future studies should adopt a longitudinal approach to evaluate the sustained effects of SEE and explore its scalability and integration within diverse educational systems, particularly in the context of Uzbekistan's ongoing national educational reforms.

REFERENCES

[1] M. Tanase, "Addressing challenging behaviours in urban high school classrooms through building relationships with students," *Educ Stud*, vol. 47, no. 3, pp. 312–327, Dec. 2019, doi: 10.1080/03055698.2019.1701992.

[2] B. M. Khakimova, "SOCIAL EMOTIONAL LEARNING (SEL) AND ITS ROLE IN THE SELF-DEVELOPMENT OF TEENAGERS: GENDER APPROACH," *Current Research Journal of Pedagogics*, vol. 5, no. 12, pp. 55–59, Dec. 2024, doi: 10.37547/pedagogics-crjp-05-12-11.

[3] Y. Wang, "Impact of Social Emotional Intelligence on Students' Interpersonal Relationships and Academic Development," *Journal of Education and Educational Research*, vol. 5, no. 2, pp. 122–126, Sep. 2023, doi: 10.54097/jeer.v5i2.12552.

[4] M. Gruslyte, "TRANSFORMATIVE EDUCATION THROUGH SERVICE-LEARNING AS A PEDAGOGICAL INNOVATION TO DEVELOP UNIVERSITY STUDENTS'

COMPETENCIES IN CRITICAL SOCIAL WORK," in *INTED2022 Proceedings*, in INTED2022, vol. 1. IATED, Mar. 2022, pp. 9778–9783. doi: 10.21125/inted.2022.2578.

[5]   J. Liew and T. L. Spinrad, "Emotional Self-Regulation Processes as Foundation for Social-Emotional Competencies and Whole-Child School Success," May 2022, *Routledge*. doi: 10.4324/9781138609877-ree108-1.

[6]   Y. T. Akhmedovna, "Develop Students' Knowledge, Skills and Competencies in the Context of Logical Essays," *International Journal of Early Childhood Special Education*, vol. 14, no. 1, pp. 26–30, Mar. 2022, doi: 10.9756/int-jecse/v14i1.221004.

[7]   H. Thi Nga and P. Thi Anh Hong, "TEACHING INTEGRATED TOPICS TO DEVELOP THE ABILITY TO APPLY KNOWLEDGE AND SKILLS FOR EARLY PRIMARY SCHOOL STUDENTS," *Journal of Science Educational Science*, pp. 179–190, Dec. 2024, doi: 10.18173/2354-1075.2024-0146.

[8]   J. yong Lee, J. sup Choi, and S. hee Park, "Development of Empathy 6-step Program for Elementary School Students to Increase Character Core Competency," *Korean Educational Research Association*, vol. 56, no. 1, pp. 107–132, Mar. 2018, doi: 10.30916/kera.56.1.107.

[9]   O. Elkin, "SOCIO-EMOTIONAL LEARNING AS AN ESSENTIAL MECHANISM OF DEVELOPING SOFT SKILLS IN STUDENTS: MODERN CHALLENGES AND UKRAINIAN EXPERIENCE," *Social work and social education*, no. 1(10), pp. 42–56, May 2023, doi: 10.31499/2618-0715.1(10).2023.281654.

[10]   E. Suchman, "Encouraging Microbiology Students To Think Like Scientists: Instead of urging students to memorize new materials, teach them to understand concepts fully and then put them to use," *Microbe Magazine*, vol. 10, no. 2, pp. 68–72, Feb. 2015, doi: 10.1128/microbe.10.68.1.

[11]   A. Kelly, "Social skills," in *Social Skills*, Routledge, 2018, pp. 1–13. doi: 10.4324/9781315173405-1.

[12]   U. Ngozi T and O. Uchechukwu Mary P, "Knowledge - Use of Technology and Teachers' Professional Development as Correlates of Successful Intelligence among Students with Physio - Emotional Disability," *International Journal of Science and Research (IJSR)*, vol. 10, no. 9, pp. 1453–1459, Sep. 2021, doi: 10.21275/sr21801071344.

[13]   M. Al-Hendawi, "Academic engagement of students with emotional and behavioral disorders: existing research, issues, and future directions," *Emotional and Behavioural Difficulties*, vol. 17, no. 2, pp. 125–141, Jun. 2012, doi: 10.1080/13632752.2012.672861.

* Professor R.GSafarova (Corresponding Author)
National Institute of Pedagogics and Character Education, Uzbekistan