

Social and Emotional Learning

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Abstract

The paper deals with significant role of SEL in promoting healthy student development and academic achievement. Extensive research confirms that SEL competencies: can be taught, that they promote positive development and reduce problem behaviors, and that they improve students' academic achievement and citizenship. This study aims to identify research on SEL programs implemented the relationship of those programs with academic achievement.

Keywords

SEL programs, academic achievement, motivation, emotional intelligence, approach.

Introduction

The twenty-first century challenge for educators, families, and community members is seeking to raise and educate students who are knowledgeable, responsible, caring, and socially competent. A key challenge for universities involves serving culturally diverse students with varied abilities and motivations for learning. Young people are now spending a lot of time in university and are more exposed to issues of depression, social isolation, or other problems. This requires that they develop concentration, impulse control, and emotional regulation.

Research results

Today's universities must enhance students' social-emotional competence, character, health, and civic engagement. The awareness that emotional intelligence is an important job skill, in some cases even surpassing technical ability, has been growing in recent years. In any case, we have come to the conclusion that the new generation of students needs something more. Every individual counts, and we will be doing a disservice to the students if we do not orient our educational practices to the individuality of each one.

The mission of today's university must be reinvented in order to address these problems. In addition to its role in learning and academic performance, the university must actively participate in promoting students' lifelong mental health and well-being [5].

Social and Emotional Learning (SEL) is an educational movement gaining ground throughout the world. SEL can be defined as the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others.

Emotions can facilitate or impede students' academic engagement, commitment, and ultimate university success since relationships and emotional processes affect how and what we learn. Thus, universities and families must effectively address these aspects of the educational process for the benefit of all students [1; 4].

The SEL approach defends that, as with academic skills, the development of social and emotional competencies must be accomplished through explicit instruction. According to Weissberg one of the most prevalent SEL approaches "involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day". The

development of social and emotional competences in the SEL approach occurs within and outside the classroom in a university context, but also at the family, community. Teachers must be the engine that drives SEL programs [5].

SEL programming is based on understanding that many different kinds of problem behaviors are caused by the same or similar risk factors, and the best learning emerges from supportive relationships that make learning both challenging and meaningful.

Conclusion

There are a large number of correlational studies that indicate that the development of socio-emotional competencies contributes to better psychosocial adjustment of students, and improved attitudes, academic and behavioral results. Universities will be most successful in their educational mission when they integrate efforts to promote students' academic, social, and emotional learning. Social and emotional learning has a critical role in improving students' academic performance and lifelong learning.

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