

PEDAGOGICAL CONCEPT AND ITS FEATURES, SOCIAL WORK AND LINGUOLOGY

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THE IMPLEMENTATION OF THE SOCIAL AND EMOTIONAL TRAINING INTO THE MODERN EDUCATIONAL ENVIRONMENT

ABSTRACT:

This article focuses on the implementation of social and emotional training into the modern educational environment. One of the key factors in increasing learning productivity is a properly designed educational process. The research results point out that there are the most important research problems concerns to the new model development of an educational process management that includes the issues of shaping a human being as a person. To improve the effectiveness of the educational process management, the urgency of introducing social-emotional learning to the educational process is emphasized in the article. The value and impact of social and emotional learning on each level of education, their interrelation and necessity degree are evaluated in the article. In order to understand how to form the modern educational process is analyzed, and the main features of the concepts such as: social and emotional are defined and highlighted. The research results point out that there are four components of the emotional intelligence. According to the CASEL report, the researches result shows that there are skills that are the most in demand among society today: innovation, complex problem solving, critical thinking and analysis, active learning. This article focuses on the most important recommendations for introducing social and emotional learning in the modern educational process.

INTRODUCTION.

Our actions become more successful precisely through the development of emotional intelligence, the ability to manage emotions, understand their strengths and limitations, transform conflict situations, and make constructive decisions in all circumstances. The longer we can postpone the response to a particular emotional stimulus and think it over, the better decision we will make about how to respond to it. Scientists have found that a sense of happiness depends on the overall mental capacity only on 20%, and on the development

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of emotional intelligence - on 80%. Therefore, those children who learned to think and then react to their emotions at a young age have better well-being and better health in adulthood.

Due to speculation, identification, increased interest and inaccurate definitions of the concept of social and emotional learning, it becomes necessary to disclose meaningful data regarding the fullness of these phenomena. The importance of this step is underlined by the fact that social-emotional learning is closely linked to personally relevant information for the individual.

The aim of the article is to substantiate theoretically and to investigate the introduction relevance of the social and emotional training in the modern educational environment for the demanding skills formation of the constantly changing world. Significant research on the social and emotional learning is conducted by the collaboration of academic, social and emotional learning.

Analysis of recent research and publications. In Ukraine, the problem of the nature, content and structure of social and emotional learning is still insufficient. The question of the management formation mechanism of social and emotional competences in educational institutions is devoted to the research of G.P. Rekun [1]. A comparative analysis of social and emotional competence is conducted by O.A. Lyoshenko [2]. They highlighted the problems that have arisen in this area, substantiated the importance of fundamental social and emotional education, identified mechanisms for improving the quality of educational services for modern educational institutions.

New technologies are forcing the human brain to evolve at an unprecedented rate. Therefore, the educational process is constantly changing. As the level of academic knowledge, the information free access increases, more and more technical equipment is introduced into the learning process, so students are increasingly stressed. Today, young people live in a more complex, economically competitive and globally connected world, and although academic skills are a key part of learning, the social and emotional dimensions of human development have been left out of the educational process [1].

The improving of Ukraine's position in the world rankings requires changes in the educational process. The renewed law of Ukraine "On Education" in 2017 provides for the students formation with a holistic personality, comprehensively developed, capable of critical thinking; with an active position that operates in accordance with morally ethical principles and is capable of making responsible decisions, respects dignity and human rights; and capable of

changing the world, developing an economy on the principles of sustainable development, competing in the labor market, and lifelong learning.

The expected effect can be really effective in terms of comprehensive support for the education of such individuals as: parents, teachers, and a whole society. The additional filling of the educational process with the cognitive and emotional elements of learning is necessary in this process too [1].

THE GENERAL APPROACH TO DISCLOSURE THE CONCEPT OF SOCIAL EMOTIONAL LEARNING.

The education systems of North American and European countries use social, emotional and ethical learning programs as well. This is a series of relevant curricula for different categories of youth.

Social, Emotional and Ethical Learning (SEE Learning) is a groundbreaking educational program developed by an international team of scientists at Emory University (USA), with the support of the Dalai Lama XIV, the famous Nobel Peace Prize laureate, based on the ideas of social-emotional learning by an American psychologist and scientific journal The New York Times by Daniel Goleman. On the basis of this program are the D. Goleman's scientific works and his book "Emotional Intelligence", which is now at the peak of popularity around the world. The program has been developed for twenty years. It has been extensively tested in 500 educational institutions (including the United States, India, Brazil, the United Kingdom, Sweden, and Switzerland) over the last five years. The program is appropriate for everyone because there is nothing that conflicts with cultural or religious contexts.

Meditation is mentioned in some places, but it is about focus and mindfulness practices. The results of the new program trial showed that children have increased performance and decreased levels of bullying.

The Ukrainian Ministry of Education and Science support the idea of implementing Western developments in this field in Ukraine and have already approved the first methodological manuals on social and emotional training. Ukrainian schools are already beginning to implement this program and apply it in the educational process [3].

The program is used both within a specific subject and in a range of disciplines or in extracurricular activities, due to their flexibility, without sacrificing basic instruction. The basis of the new method is the development of "soft skills", such as the ability to hold attention, systematically, creatively and critically thinking, work as a team, and sympathize. In this way, childhood resistance will be nurtured and psychological trauma will be dealt with in order



to keep them in the future. This program provides educators with a curriculum consisting of easy-to-implement lessons for development.

In addition, the plan contains conceptual frameworks used for curriculum development as well as resources for teacher preparation and development. SEE Learning enables students to be ethically involved in the global community and provides educators with tools to support student well-being. One of the key factors for increasing the productivity and economic growth of the country is a properly designed educational process and, as a result, the matching of people's skills to current needs in the labor market. Important research concerns relate to the development of a new model for managing the educational process that involves the formation of a person not only as a workforce but also as an individual [1].

Analysis of the literature on this problematic issue allows us to identify several approaches in defining the concept of "social-emotional learning".

In order to examine and analyze the concepts of social-emotional learning in more detail, one must turn to the **concepts analysis of "social" and "emotional"**.

The term social (Latin socialis - sociable, social) - is a set of certain features for e.g. social relations, integrated by individuals or communities in the process of joint activity in specific conditions, which manifests in their relationships, attitude to their place in society, social phenomena and processes, one of the major categories of sociology and social philosophy.

Social manifests itself where the action of one person is compared with the action of another. "Social" is most often understood as a social, connected with the life and relationships of people in society. In its content, social is a reflection of the organization and life of society as a subject of the historical process. It is an integrative formation that accumulates knowledge, experience, traditions and creative abilities and a real assessment of the society development state and its elements. It expresses the nature of the potential use and the social reserves of epy society, group and an individual to develop criteria for the optimal development of the entire social organism.

The specific "social" characteristics are characterized by the following main features:

- 1) the overall quality inherent in different groups of individuals, which is the integration result of the individuals' groups, social groups, communities and social relations;
- 2) a certain state expression of individuals caused by social relations (economic, political, etc.);



3) the relations clarification of different individuals and groups with each other, their attitude to their position in society, to the phenomena and the processes of social life;

4) "social" is a consequence of the different individuals joint activity, which is manifested in their communication and interaction and can be expressed in culture, assessments, orientations, behavior, spiritual activity, lifestyle of people, etc

5) "social" reflects the content and nature of interactions between subjects (individuals, groups, communities) as a result of the person's defined social roles that he assumes, becoming a member of a particular social community.

So, the category "social" serves to identify and reflect the essence of people social life (theoretical and applied problems of interaction between nature and society); specifics of the matter movement social form, that is, the differences of society from animal associations; the contradictory human being unity as a social being and, at the same time, a biological organism; the social systems structure according to the their functioning and development optimization.

Thus, the category "social" reflects and expresses the specificity of being a society as a subject of life process as a whole, and accordingly - the specificity of all social processes and social subjects [4].

Most scientists view emotions as a frame of a person's spiritual life and mental development. However, today, the concept disclosure of the personality emotional sphere is insufficient. This is due to the difficulty of exploring the emotional sphere as a whole. Human emotions and feelings most vividly express the spiritual requests and man's aspirations, and his attitude to reality. K.D. Ushynskii wrote that "no words, no thoughts, not even our actions express so clearly ourselves and our attitude to the world as our feelings".

Therefore, emotion is a common active form of body experiencing of its life. Emotions act as a specific form of experience that reflects the value of objects for the subject. The emotional is the one who is full of emotions, expresses them [2].

In its turn, to speak it is not enough to speak only one language. It is not enough to understand the meaning of the words used by the interlocutors. Much information remains beyond words: in actions, gestures, facial expressions, emotions.

How emotions affect on the communication and the life has been carefully researched since the end of the last century. The ability to understand properly and to use the emotions in everyday life is called "emotional intelligence".

“Emotional intelligence” is the ability to give advice to your own and others' emotions: to understand, evaluate and express them accurately.

Researchers John Meyer and Peter Seloway, who first described the concept at the end of the 20th century, call the four directions of emotional intelligence.

The first component - the evaluation and expression of emotions – is used in any interaction. Developed emotional intelligence is exactly what allows you to more or less accurately assess other people's emotions and saves you from such misunderstandings. The flip side of the coin is the need to express your emotions accurately. If you wanted to prove your approval to someone and turned out to be more envious, the consequences of communication may be unexpected.

One of the emotional intelligence manifestations is expressing emotions in a way that fits the original idea.

The second component of emotional intelligence is the knowledge of emotions. That is, what exactly causes certain emotions in our environment? The same actions and words in different societies or smaller groups can cause completely different emotions. Knowledge and understanding of the context and its application in practice is a manifestation of emotional intelligence.

The third component is how we are able to manage emotions. It's about holding back the emotion without showing it, and adjusting your condition after the emotions have already manifested (calm down after being angry). Researchers confirm that the more advanced emotional intelligence is, the easier it is for a person to press on the brakes and regulate their emotions.

Behavior is the fourth component of emotional intelligence. It is important to define correctly a certain emotion in communication with another person.

The understanding emotions should help the most important thing - deciding how to behave. Emotions are the same information as actions, words and gestures. This information is used by people to justify their actions.

By the way, 50 years ago, not to mention more ancient times, it was impossible to imagine that the words "emotion" and "intellect" would be within one concept. Emotions and intelligence were opposed to each other. Emotions were thought to interfere with "rational" and "intellectual" decisions.

Only in the second half of the 20th century social psychologists looked at it differently. They suggested that in the evolution process, emotions helped humans adapt to different environments and circumstances and were directly related to human survival as a species. So, there is an idea that the mind and



emotions need not be confronted but vice versa emotions do not prevent people from thinking but help him.

Emotional intelligence is widely explored from an application point of view to find out how it is connected to different walks of life, to work, to leadership, to happiness, to daily habits. It depends on emotional intelligence how much a person is able to be empathetic, that is, to imagine themselves in the other place and to understand how somebody's feelings. In addition, emotional intelligence is related to how much we tend to work as a team. Team players are mostly people with high levels of emotional intelligence. According to statistics, emotional intelligence can be developed over a lifetime. It is not a permanent feature and there is no age limit [5].

THE ANALYSIS OF SOCIO-EMOTIONAL TRAINING INTRODUCTION INTO THE US EDUCATION SYSTEM.

So, the Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills they need to understand and manage emotions, set and accomplish positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

In order for students to achieve success in school, career, and life, they must be taught social and emotional skills - just as they learn reading, math, and science - through instruction and practice. School-based social and emotional learning (SEL) curricula provide a key to workforce development by explicitly teaching the social and emotional skills employers are seeking and the U.S. economy needs. Research shows SEL works to improve behavioral, academic, and career success.

According to report of CASEL and Committee for Children Host Congressional Briefing on SEL and Employability Skills: SEL curricula teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making so students can manage their behaviors, understand and relate to the perspectives of others, and make sound personal and social choices. This suite of competencies 4 complements academic learning and meets many of the employability needs identified by business leaders. Research shows the skills taught in SEL curricula have wide-ranging benefits that affect children's success in school, career, and life. For instance, kindergarteners with stronger social and emotional skills are more likely to graduate from high school and college and have stable, full-time employment



while being less likely to commit crimes, be on public assistance, and have drug, alcohol, and mental health problems [6].

CASEL and Committee for Children define some benefits:

- More positive attitudes toward oneself, others, and tasks, including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose:

- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

And, in the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship.

According to The Report for CASEL: “A 2019 Update of Principals’ Perspectives on How Social and Emotional Learning Can Prepare Children and Transform Schools” we can summarize:

1) This report builds on and updates many of the findings from the original nationally representative survey of principals in 2017. The central messages of this 2019 update are that (1) principals continue to see SEL skills as highly teachable and a priority in their schools; (2) more schools are implementing specific SEL benchmarks by significant percentages; and (3) principals and teachers are assessing SEL skills at much higher rates than just two years ago. At the same time, the survey shows that more work is needed to ensure SEL is systemic across schools and districts and for principals to think existing assessments are useful.

2) Most of all, this report shows that the movement to embed social and emotional learning into every classroom and school in America has reached a tipping point. Principals stand ready to bring systemic, school-wide SEL to their schools, but they need greater support from leaders at the state and district levels to ensure every student has access to a high-quality education that nourishes their social and emotional skills along with academic learning. Now is the time for policymakers to heed the calls of educators and provide the necessary supports for a student-centric, whole child education that develops the leaders of tomorrow [7].

CONCLUSION.

Therefore, summarizing the abovementioned, we can conclude: according to the US education experience, implementing SEL into Ukrainian education it's more likely to see that principals who are systemically implementing SEL in their schools will more likely to see the benefits of SEL. They'll report better development of students' social and emotional skills, knowledge in key content areas, critical thinking abilities, and ability to apply their knowledge and skills in the real world, as well as greater levels of teacher preparation.

In the largest SEL study ever has done school-based programs improved students' ability to get along with others, improved student-school bonding, reduced delinquency and aggression, and decreased anxiety and stress. This review of 213 research studies, which included more than 270,000 kindergartens through high school students, also showed that SEL programs increased overall academic achievements.

Principals increasingly believe that developing social and emotional skills should be included in state education standards. They believe that social and emotional skill development should probably or definitely be explicitly stated in state education standards (87 percent).

Recommendations:

Principals, teachers, and students have all articulated the demand for greater integration and implementation of SEL into their schools and classrooms, as well as a belief in its ability to be taught, assessed, and improve everything we already measure, including student achievement and engagement. Now it is time for leaders at the district, state, and federal levels to work together to create the enabling conditions needed for systemic, school-wide SEL in schools throughout the country.

To create effective policy and practice, districts, and schools require a clear vision of what student success and SEL look like, as well as how it will be measured. Now is the time to revisit these statements with greater knowledge of how learning happens. This vision should be informed by what students should be able to do at each age level and be aligned with the best evidence on social and emotional skill development. At the state level, the vision for SEL must be adaptable to allow school and district leaders the flexibility to address the local contexts of their communities, while still providing a strong framework for advancing and implementing systemic SEL and assessment.

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