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Milliy Pedagogika
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

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CULTIVATING SOCIAL-EMOTIONAL LEARNING (SEL) IN CLASSROOMS

Choriyev Ixom Kenjayevich
 Termez State University

Abstract: Social and Emotional Learning (SEL) is increasingly recognized as a crucial component of modern education, as it equips students with essential life skills for navigating relationships, managing emotions, and engaging constructively with their communities. This paper aims to support educators in effectively integrating SEL into classroom practice by applying established SEL frameworks and emphasizing the importance of cultivating SEL as a foundation for holistic education. The study explores ways to guide educators in developing key SEL competencies among students, including empathy, mindfulness, compassion, and critical inquiry, while also examining best practices for SEL integration. In addition, the paper addresses strategies for relationship management, such as conflict resolution and bullying prevention, and highlights the importance of fostering students' understanding of their relationships with the broader community, encouraging respect for diversity and global citizenship. As a result, this research enables educators to articulate the significance of SEL, apply evidence-based frameworks, design lessons that support healthy relationships, and create inclusive learning environments that promote emotional intelligence and social awareness among students.

Key words: Social and Emotional Learning (SEL), education, life skills, empathy, mindfulness, compassion, critical inquiry.

Annotatsiya: Ijtimoiy-emotsional o'qitish (IEO) zamonaviy ta'limning muhim tarkibiy qismi sifatida tobora keng e'tirof etilmoqda, chunki u o'quvchilarda munosabatlarni samarali yo'lga qo'yish, his-tuyg'ularni boshqarish va jamiyat bilan ongli o'zaro ta'sirni amalga oshirish uchun zarur bo'lgan hayotiy ko'nikmalarni shakllantiradi. Ushbu maqola IEO doirasini qo'llash orqali o'qituvchilarga ijtimoiy-emotsional o'qitishni o'quv jarayoniga samarali integratsiya qilishda metodik yordam ko'rsatishga qaratilgan hamda sinf muhitida IEO ni rivojlantirishning ahamiyatini asoslab beradi. Maqolada o'quvchilarda empatiya, onglilik, rahm-shafqat va tanqidiy fikrlash kabi asosiy IEO kompetensiyalarini rivojlantirish yo'llari, shuningdek, IEO ni ta'lim jarayoniga joriy etishning ilg'or amaliyotlari tahlil qilinadi. Bundan tashqari, unda nizolarni hal etish va bullyingning oldini olishni qamrab olgan munosabatlarni boshqarish strategiyalari yoritilib, o'quvchilarda kengroq jamiyat bilan o'zaro aloqalarni anglash, xilma-xillikka hurmat va global fuqarolik madaniyatini shakllantirish masalalariga alohida e'tibor qaratiladi. Tadqiqot natijalari o'qituvchilarga IEO ning ahamiyatini ilmiy asosda izohlash, dalillarga tayangan yondashuvlarni qo'llash, sog'lom munosabatlarni qo'llab-quvvatlovchi darslarni loyihalash hamda o'quvchilarda hissiy intellekt va ijtimoiy ongni rivojlantiruvchi inklyuziv ta'lim muhitini yaratishga xizmat qiladi.

Kalit so'zlar: ijtimoiy-emotsional o'qitish (IEO), ta'lim, hayotiy ko'nikmalar, empatiya, onglilik, rahm-shafqat, tanqidiy fikrlash.

Аннотация: Социально-эмоциональное обучение (СЭО) все чаще признается важнейшим компонентом современного образования, поскольку оно формирует у учащихся жизненно необходимые навыки для построения межличностных отношений, управления эмоциями и осознанного взаимодействия с обществом. Данная статья направлена на оказание методической поддержки педагогам в эффективной интеграции СЭО в учебную практику посредством применения научно обоснованных рамок СЭО и обоснования его роли в целостном образовательном процессе. В работе рассматриваются подходы к развитию у учащихся ключевых компетенций СЭО, таких как эмпатия, осознанность, сострадание и критическое мышление, а также анализируются передовые практики внедрения СЭО в образовательную среду. Кроме того, освещаются стратегии управления межличностными отношениями, включая разрешение конфликтов и профилактику буллинга, с акцентом на формирование у учащихся понимания их взаимодействия с более широким сообществом, уважения к разнообразию и основ глобального гражданства. Результаты исследования позволяют педагогам аргументированно раскрывать значимость СЭО, применять доказательные подходы, разрабатывать учебные занятия, поддерживающие здоровые социальные отношения, и формировать инклюзивную образовательную среду, способствующую развитию эмоционального интеллекта и социальной осознанности обучающихся.

Ключевые слова: социально-эмоциональное обучение (СЭО), образование, жизненные навыки, эмпатия, осознанность, сострадание, критическое мышление.

INTRODUCTION

Social and emotional skills are widely recognized as key indicators of an individual's ability to adapt to their environment, cope with change, and achieve success in life. Core traits such as conscientiousness, emotional stability, openness, and agreeableness can, in many cases, outweigh cognitive intelligence in predicting future employability. However, despite their significance for life outcomes, educators often face challenges in effectively prioritizing, teaching, and assessing these skills. Fostering essential life skills through social and emotional learning (SEL) plays a vital role in a child's overall development, as it strongly influences long-term success and well-being in adulthood. For many children, school represents the primary, and sometimes the only, opportunity to address potential gaps in these competencies before they transition into active roles within society.

Integrating SEL with academic learning creates enriched educational experiences that equip students with the skills needed to succeed both in the classroom and as productive members of their future workplaces and communities. Social and emotional learning is broadly defined as the process of acquiring competencies, skills, and attitudes that enable individuals to recognize and manage emotions, develop care and concern for others, establish positive relationships with themselves and others, make responsible decisions, and effectively handle challenging situations. Within the SEL framework, four critical competencies are emphasized: empathy, mindfulness, compassion, and critical inquiry.

By fostering empathy in the classroom, both teachers and students become better able to identify and understand their own emotions, recognize the perspectives of others, and strengthen social connections [2]. Mindfulness plays a significant role in enhancing students' attention and awareness, supporting emotional regulation, and facilitating the practical application of these skills in daily learning contexts. The development of critical inquiry contributes to the growth of logical thinking, healthy self-skepticism, and intellectual resilience. As educators, it is essential to establish positive emotional foundations for students before meaningful cognitive engagement with academic content can occur.

Social and emotional learning is often described as the "missing piece" in education. According to A. Benedetto, findings from neuroscience indicate that under conditions of stress, the brain's higher cognitive functions are significantly reduced. Brain imaging studies show decreased activity in these areas, while regions associated with reactive and negative emotional responses become more active [1-45, 49]. This neurological response has profound implications for children experiencing stress due to peer pressure, a lack of safety at school or in their personal lives, or feelings of inadequacy. In such circumstances, children may become preoccupied with emotions they struggle to regulate or may act out behaviorally, as the reactive brain dominates, thereby limiting their capacity to learn and process information effectively.

Recent studies further emphasize the importance of social and emotional learning and the ways in which it can be fostered. Giancarlo Brotto, in his work *The Future of Education Depends on Social Emotional Learning*, highlights that social and emotional skills play a crucial role in individuals' ability to adapt to their environments, manage change, and achieve success throughout life. Traits such as conscientiousness, emotional stability, openness, and agreeableness can be equally, if not more, influential than cognitive intelligence in shaping future career prospects [3-112, 128]. Despite their substantial impact on life outcomes, educators continue to encounter difficulties in effectively prioritizing, teaching, and evaluating these competencies. Social and emotional learning is therefore essential to a child's holistic growth, as it directly influences future success and overall well-being. For many children, school remains the only structured environment in which these critical abilities can be systematically developed before they enter adulthood and assume active roles in society.

LITERATURE REVIEW

Social and emotional learning (SEL) has been widely examined in educational research as a critical factor influencing students' academic success, behavior, and long-term personal development. Numerous studies emphasize that teachers' perceptions of SEL play a decisive role in how effectively these competencies are implemented within school systems. Research highlights that structured SEL programs contribute to improved student behavior, enhanced emotional regulation, and better preparation for future employability. At the same time, existing literature indicates that educators often encounter challenges related to limited training, lack of institutional support, and difficulties in assessing social and emotional competencies. These findings underline the importance of investigating teachers' perspectives on SEL in order to better understand its current implementation, perceived benefits, and existing barriers within educational settings. Reviewing topic-related literature provides a conceptual foundation for examining how SEL is integrated into schools and how educators perceive its role in fostering students' social, emotional, and professional readiness.



RESEARCH METHODOLOGY

This study was conducted using a structured survey designed to assess teachers' perspectives on social and emotional learning (SEL). The materials used included a survey questionnaire, online and paper-based survey distribution methods, and statistical tools for data analysis. The research methodology followed a descriptive survey design, enabling the collection of both quantitative and qualitative data related to the topic. The survey questionnaire was developed to gather information across four key areas: the importance of SEL in student success, the current implementation of SEL within the school environment, the challenges faced by teachers in teaching SEL, and the perceived impact of SEL on students' behavior and future employability.

The questionnaire consisted of multiple-choice items as well as open-ended questions, allowing for a comprehensive exploration of teachers' perspectives. A total of 40 teachers participated in the study. Participants were selected based on their direct involvement in student learning and development. Participation was voluntary, and responses were collected anonymously to encourage honest and unbiased feedback. The survey was distributed in both digital and physical formats. The online version was administered via Google Forms, while printed copies were provided for respondents who preferred a paper-based format. Teachers were given one week to complete the questionnaire.

Data analysis was conducted using primary data obtained from the survey results. Quantitative data were analyzed using basic statistical methods, while open-ended responses were examined through thematic analysis to identify recurring patterns and summarize key insights. Ethical considerations were observed throughout the research process. All participants provided informed consent prior to completing the survey, ensuring their awareness of the study's purpose and the intended use of the data. Anonymity and confidentiality were strictly maintained, as no personally identifiable information was collected. The findings were intended to be used exclusively for academic and research purposes. By employing a structured survey design, utilizing multiple distribution formats, and applying appropriate analytical tools, the methodology ensured a systematic and reliable approach to understanding teachers' perceptions of SEL, the challenges they encounter, and the perceived benefits for students.

ANALYSIS AND RESULTS

A survey was conducted with 40 teachers at the school to assess their perspectives on social and emotional learning (SEL), its implementation, the challenges encountered, and its perceived impact on students. The findings provide valuable insights into the current integration of SEL within the school system and highlight areas requiring improvement. The majority of teachers, approximately 85%, agreed that SEL is highly important for a child's future success. When asked about its priority in schools, 70% of respondents believed that SEL should be valued equally alongside academic subjects, while 20% continued to prioritize traditional academic disciplines, and the remaining 10% expressed uncertainty.

Regarding key SEL competencies, teachers most frequently identified conscientiousness (75%) as the most important trait for students to develop, followed by emotional stability (65%), agreeableness (50%), and openness (45%). In terms of SEL implementation, 60% of teachers reported that their school has a structured SEL program. However, 30% were unsure whether such a program exists, and 10% stated that no formal SEL program is currently in place. The frequency of SEL instruction varied considerably: 20% of teachers reported integrating SEL into their daily lessons, 35% addressed it on a weekly basis, 30% incorporated it occasionally, and 15% rarely or never included SEL in their teaching practice.

Among the instructional methods used to teach SEL, classroom discussions were the most commonly reported approach (80%), followed by group activities (60%), counseling sessions (50%), and role-playing exercises (40%). Teachers also identified several challenges associated with teaching SEL. The most frequently reported barrier was insufficient time within the curriculum, cited by 65% of respondents. Other commonly mentioned challenges included inadequate teacher training (50%), limited instructional resources (40%), and student disengagement (30%). When assessing their confidence in teaching and evaluating SEL, only 40% of teachers reported feeling confident, while 45% indicated that they were somewhat confident, and 15% stated that they lacked confidence altogether. Many respondents emphasized the need for additional institutional support, with 70% suggesting more professional development workshops, 50% requesting additional SEL-related materials, and 45% advocating for dedicated SEL sessions within the school timetable.

In terms of SEL's impact on students, 75% of teachers believed that SEL plays a crucial role in helping students adapt to change. Furthermore, 65% reported noticeable improvements in student behavior, communication skills, and emotional regulation as a direct result of SEL initiatives. When asked about long-term outcomes, 80% of respondents agreed that SEL enhances students' future employability, while 15% were uncertain and only 5% disagreed.

Overall, the survey results indicate a strong consensus among teachers regarding the importance of SEL in supporting student development and success. Most educators recognize that social and emotional skills are

as vital as academic knowledge, as they help students develop essential life competencies such as emotional stability, conscientiousness, and agreeableness. Despite this widespread recognition, the implementation of SEL within schools appears to be inconsistent. While some teachers integrate SEL into their lessons on a regular basis, others do so only occasionally, and a notable proportion rarely or never address it. In addition, a significant number of teachers were uncertain about the existence of a formal SEL program in their school, suggesting potential gaps in communication or a lack of systematic integration.

One of the most pressing challenges identified in the study is the difficulty of allocating sufficient time for SEL within an already demanding curriculum. Many teachers struggle to balance SEL instruction with academic requirements, often perceiving that limited instructional time restricts their ability to adequately address social and emotional competencies. Insufficient training opportunities and limited resources further hinder educators' capacity to teach and assess SEL effectively. This lack of confidence among some teachers underscores the need for targeted professional development and institutional support.

Despite these challenges, the perceived impact of SEL on students is overwhelmingly positive. Teachers consistently observed improvements in student behavior, emotional regulation, and communication skills. Moreover, a substantial majority of respondents agreed that SEL contributes to enhanced future employability, reinforcing its long-term value in preparing students for both personal and professional success. Social and emotional learning should therefore be cultivated from the early stages of education, as it plays a critical role in students' academic achievement and overall development. When students learn to manage their emotions and behaviors while demonstrating empathy and compassion, they are better equipped to solve problems effectively, make informed decisions, and maintain healthy interpersonal relationships. Students who possess strong social and emotional competencies are also more likely to feel connected to their school environment. Integrating SEL with academic development ultimately creates high-quality learning environments that empower students to become effective contributors in their classrooms today and in their workplaces and communities in the future.

CONCLUSION AND RECOMMENDATIONS

Social and Emotional Learning (SEL) has emerged as a fundamental component of effective and holistic education, playing a critical role in students' academic achievement, personal development, and long-term success. The findings of this study confirm that educators widely recognize the importance of SEL in fostering essential life skills such as emotional regulation, empathy, conscientiousness, and responsible decision-making. Teachers perceive SEL as equally important as academic instruction, as it supports students' ability to adapt to change, maintain healthy relationships, and prepare for future professional and social challenges.

Despite this strong recognition, the study reveals inconsistencies in the implementation of SEL within school settings. Limited instructional time, insufficient teacher training, and a lack of structured programs and resources remain significant barriers to effective SEL integration. These challenges highlight the need for a more systematic and institutionalized approach to embedding SEL within the school curriculum.

Based on the results, several recommendations can be proposed. First, schools should formally integrate SEL into the curriculum by allocating dedicated time and aligning it with academic objectives. Second, continuous professional development programs should be provided to equip teachers with practical strategies and assessment tools for teaching SEL competencies. Third, schools should invest in evidence-based SEL materials and resources to support consistent and high-quality implementation. Finally, fostering collaboration among teachers, school administrators, parents, and the wider community can strengthen the impact of SEL initiatives and ensure sustainability.

In conclusion, cultivating social-emotional learning in classrooms is not an optional addition but a necessary foundation for creating inclusive, supportive, and effective learning environments. A comprehensive and well-supported approach to SEL can significantly enhance students' well-being, academic performance, and readiness to become responsible and productive members of society.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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