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**INTEGRATING SOCIAL-EMOTIONAL LEARNING IN FOREIGN LANGUAGE CLASSROOMS:
BENEFITS AND STRATEGIES****ИНТЕГРАЦИЯ СОЦИАЛЬНО-ЭМОЦИОНАЛЬНОГО ОБУЧЕНИЯ НА ЗАНЯТИЯХ ПО
ИНОСТРАННОМУ ЯЗЫКУ: ПРЕИМУЩЕСТВА И СТРАТЕГИИ****CHET TILI SINFLARIDA IJTIMOY-EMOTSIONAL TA'LIMNI INTEGRATSIYALASH:
FOYDALARI VA STRATEGIYALARI****Abdullayeva Munojot Muxtorovna** 

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Abstract

Social-Emotional Learning (SEL) — the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making — is increasingly recognized as central to effective education. When applied to foreign-language teaching with young learners, SEL supports motivation, reduces language anxiety, strengthens classroom community, and provides the emotional vocabulary students need to use the target language meaningfully. This article synthesizes theory and empirical findings, outlines practical classroom strategies, discusses assessment and teacher preparation issues, and suggests directions for future research.

Аннотация

Социально-эмоциональное обучение (СЭО) — развитие самосознания, самоконтроля, социальной осведомленности, навыков построения отношений и ответственного принятия решений — всё чаще признаётся ключевым фактором эффективного образования. При применении к преподаванию иностранного языка с детьми младшего возраста СЭО способствует мотивации, снижает языковую тревожность, укрепляет общность в классе и обеспечивает учащимся эмоциональный словарный запас, необходимый для осмысленного использования изучаемого языка. В данной статье синтезируются теоретические и эмпирические данные, излагаются практические стратегии работы в классе, обсуждаются вопросы оценки и подготовки учителей, а также предлагаются направления для будущих исследований.

Annotatsiya

Ijtimoiy-emotsional ta'lim (SEL) — o'zini anglash, o'zini boshqarish, ijtimoiy ong, munosabatlar ko'nikmalari va mas'uliyatli qaror qabul qilishni rivojlantirish — samarali ta'limning markaziy omili sifatida tobora ko'proq e'tirof etilmoqda. Yosh o'rganuvchilarga chet tilini o'qitishda qo'llanilganda, SEL motivatsiyani qo'llab-quvvatlaydi, til xavotirini kamaytiradi, sinf hamjamiyatini mustahkamlaydi va o'quvchilarning maqsadli tildan mazmunli foydalanishlari uchun zarur bo'lgan hissiy lug'atni ta'minlaydi. Ushbu maqola nazariya va empirik topilmalarni umumlashtiradi, amaliy sinf strategiyalarini bayon qiladi, baholash va o'qituvchilarni tayyorlash masalalarini muhokama qiladi va kelajakdagi tadqiqotlar uchun yo'nalishlarni taklif qiladi.

Key words: *Emotion, social, self-confidence, motivation, socio-pragmatic, self-efficacy, foreign-language, young learners.*

Ключевые слова: *эмоции, социальное, уверенность в себе, мотивация, социо-прагматика, самооэффективность, иностранный язык, дети младшего возраста.*

Kalit so'zlar: *Emotsiya, ijtimoiy, o'ziga ishonch, motivatsiya, ijtimoiy-pragmatik, o'ziga ishonch, xorijiy til, yosh o'quvchilar.*

INTRODUCTION

Teaching a foreign language to young learners is not only an intellectual task (vocabulary, grammar, pronunciation) but also a deeply social and emotional process. Young learners bring emotions, identities, and social relationships into the classroom; these factors shape willingness to communicate, persistence, risk-taking, and the quality of interactional input they receive. SEL offers a structured way to attend to those affective dimensions so that language learning becomes both more effective and more humane.

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SEL is commonly framed by the CASEL five-competency model (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Developmental and language theories converge to explain why SEL matters in language classrooms:

LITERATURE REVIEW AND METHODOLOGY

Affective filter (Krashen). Krashen's affective filter concept argues that anxiety, low motivation, or low self-confidence can block input processing. SEL strategies that lower anxiety and build confidence help learners access and retain language input.

Social constructivism (Vygotsky). Vygotsky emphasizes the social origins of higher cognitive functions. Language learning is fundamentally social; SEL fosters the collaborative contexts where scaffolding and meaningful communicative interaction occur.

Social learning and self-efficacy (Bandura). Bandura's self-efficacy predicts persistence and willingness to engage; SEL interventions that increase self-efficacy support greater participation in speaking and other communicative tasks.

Positive psychology in SLA. Recent SLA work highlights how positive emotions (interest, enjoyment) broaden attention and encourage exploration—essential for vocabulary acquisition and oral fluency.

Together, these theories indicate that emotional and social competencies are not add-ons but core conditions for successful foreign-language acquisition.

Evidence linking SEL and language outcomes. Research across education and applied linguistics shows several consistent patterns:

Reduced anxiety and increased participation. Students who receive SEL-oriented instruction (explicit teaching of emotional vocabulary, classroom norms for support, and teacher modeling of emotion regulation) report lower language anxiety and more willingness to communicate. This directly influences opportunities to practice speaking and listening.

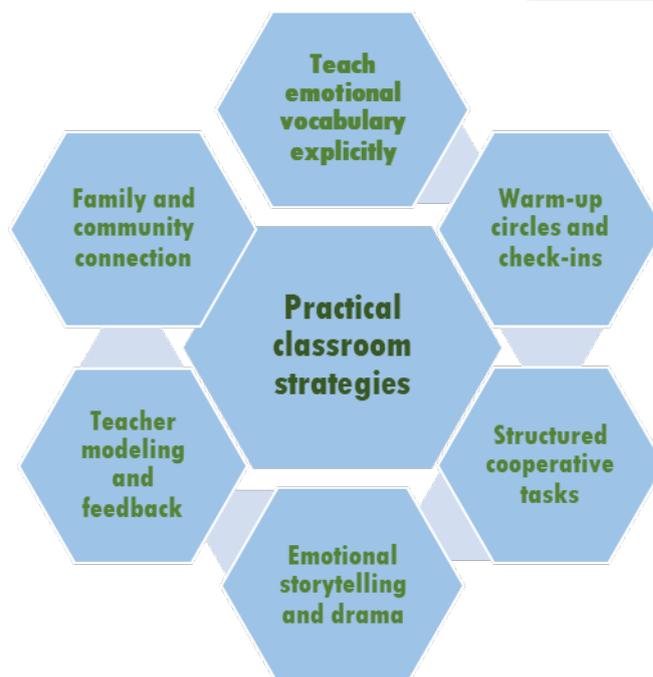
Improved motivation and persistence. SEL cultivates intrinsic motivation by supporting autonomy, relatedness, and competence—three psychological needs shown to predict engagement in language tasks.

Better socio-pragmatic development. Teaching social awareness and relationship skills helps young learners use language for real social purposes (greeting, apologizing, negotiating), not just for drills.

DISCUSSION AND RESULTS

Transfer to academic outcomes. Broader meta-analytic work on SEL in schools shows improvements in social behavior, fewer conduct problems, and modest gains in academic achievement; in language classrooms, these gains manifest as better participation and task completion, which support language learning over time.

Practical classroom strategies. Here are evidence-based, age-appropriate strategies for integrating SEL into foreign-language teaching for young learners:



1. Teach emotional vocabulary explicitly. Use stories, puppets, visual cards, and simple role-plays to teach words and phrases for feelings (e.g., “I feel happy,” “I’m scared”). This gives children linguistic tools to express affect and negotiate support.

2. Warm-up circles and check-ins. Begin lessons with brief sharing (thumbs up/down, feelings chart) in the target language to normalize emotional expression and create a safe environment.

3. Structured cooperative tasks. Pair and small-group activities with clear roles encourage relationship skills (listening, turn-taking, conflict resolution) while maximizing speaking turns.

4. Emotional storytelling and drama. Storytelling and role-play allow learners to rehearse language and social scripts in low-stakes contexts, supporting perspective taking and empathy.

5. Teacher modeling and feedback. Teachers model emotion-labeling, self-regulation phrases, and restorative language for conflict resolution, then scaffold student use.

6. Mindfulness and breathing breaks. Short age-appropriate breathing or grounding activities help children regulate emotions that otherwise hinder communication.

7. Family and community connection. Share simple SEL activities with families (e.g., emotion vocabulary cards) so language and SEL reinforcement extend beyond school.

Crucially, activities should be scaffolded linguistically (provide sentence frames, visual aids) so that SEL practice is also language practice.

In Assessment and teacher preparation process measuring SEL in young foreign-language learners requires mixed methods. Teacher observations, simple child self-reports (smiley-face scales), checklists of social interactions, and portfolio items (audio recordings of conversations) can document change. For teachers, pre-service and in-service training should include: (a) SEL theory and classroom practices, (b) strategies to integrate SEL with language goals, and (c) reflection on teacher emotion and classroom climate

The integration of Social and Emotional Learning (SEL) into language education, while promising, faces several challenges. These include navigating cultural differences in emotional expression, addressing limitations in classroom time, and the need for contextually valid SEL assessment tools suitable for young learners in diverse linguistic backgrounds. To effectively advance this field, future research should prioritize longitudinal studies that establish links between SEL interventions and language acquisition. Additionally, cross-cultural validation of SEL tools specifically designed for language classrooms is essential. Furthermore, teacher-education experiments are needed to identify scalable training models that can equip educators with the skills to implement SEL strategies effectively. It is also crucial to expand research efforts to include

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under-represented regions and languages other than English, ensuring that SEL in language education is inclusive and globally relevant.

Challenges include cultural differences in emotional expression, limited classroom time, and the need for contextually valid SEL measures for young learners in diverse linguistic settings. Priority research areas: longitudinal studies linking SEL interventions to language gains, cross-cultural validation of SEL tools for language classrooms, and teacher-education experiments testing scalable training models. There is also a need for research in under-represented regions and for languages other than English.

CONCLUSION

SEL is not peripheral to foreign-language teaching for young learners—it is foundational. When teachers intentionally build social-emotional competencies alongside linguistic skills, classrooms become safer, more interactive spaces where young learners can take communication risks, sustain motivation, and develop both language and human capacities. Integrating SEL into language curricula is thus a practical and ethical imperative for educators who want children to thrive linguistically and socially.

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