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SOCIOEMOTIONAL AND ETHICAL LEARNING AS AN INNOVATIVE MODEL IN THE TRAINING OF FUTURE TEACHERS AND PSYCHOLOGISTS

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The article explores the conceptual foundations of Social, Emotional, and Ethical Learning (SEE Learning) in the context of the current Ukrainian educational reform. The relevance of the topic is driven by the urgent need to develop students' emotional resilience, moral awareness, and the ability to coexist amid war and uncertainty. The feasibility of integrating the SEE Learning programme – developed by Emory University (USA) – into the system of psychological and pedagogical training of future teachers is substantiated. The paper highlights opportunities for adapting contemplative practices, ethical reflection, and nonviolent communication within the framework of the course «Educational Psychology». Emphasis is placed on the practical experience of Ukrainian school psychologists, who are already applying tools for emotional self-regulation and psychosocial support. The article demonstrates how future educators can develop skills of empathetic interaction, inner stability, and professional responsibility. The key advantages of SEE Learning as a systemic model of education are outlined – namely, its integration of emotional, social, and ethical dimensions. The need for a transformation in the teacher's role – from a knowledge transmitter to a facilitator of development – is argued. However, for a full immersion into the concept of social and emotional learning, mastering its practices and exercises requires the in-person participation of future educators in training sessions. Therefore, it is essential to develop trainings focused on the fundamentals of facilitation in the classroom, as well as to learn how to implement the program within an educational institution. In addition, the article emphasizes the importance of interdepartmental collaboration and support from educational authorities to ensure the sustainable development of SEE Learning practices in teacher education.

СОЦІАЛЬНО-ЕМОЦІЙНЕ ТА ЕТИЧНЕ НАВЧАННЯ (СЕЕН) ЯК ІННОВАЦІЙНА МОДЕЛЬ У ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ І ПСИХОЛОГІВ

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Ключові слова: соціально-емоційне навчання, СЕЕН, Нова українська школа, емоційна саморегуляція, фасилітативне викладання, педагогічна психологія, підготовка вчителів.

Досліджуються концептуальні питання соціально-емоційного та етичного навчання (СЕЕН) у контексті сучасної української освітньої реформи. Актуальність теми зумовлена необхідністю формування в учнів емоційної стійкості, моральної свідомості та здатності до співжиття в умовах війни та невизначеності. Обґрунтовано доцільність інтеграції програми СЕЕН, розробленої Університетом Еморі (США) та адаптованої до українських умов через діяльність громадської організації EdCamp, у систему психолого-педагогічної підготовки майбутніх педагогів та психологів. Висвітлюються можливості адаптації контемплативних практик, етичної рефлексії та ненасильницької комунікації у межах дисципліни «Педагогічна психологія». Акцент зроблено на практичному досвіді українських шкільних психологів, які вже використовують інструменти емоційної саморегуляції та психосоціальної підтримки. Показано, як майбутні педагоги можуть формувати навички емпатійної взаємодії, внутрішньої стабільності та професійної відповідальності. Визначено ключові переваги СЕЕН як системної моделі виховання – інтеграція емоційного, соціального та етичного вимірів. Обґрунтовано потребу трансформації ролі педагога – від транслятора знань до фасилітатора розвитку. Зазначено, що реалізація СЕЕН потребує нормативної підтримки, кадрової підготовки та перегляду традиційних освітніх підходів. Стаття пропонує стратегічне бачення впровадження СЕЕН у підготовку фахівців освіти як інструменту формування цілісної гуманістичної педагогіки.

Statement of the problem. The New Ukrainian School reform is changing both the content of education and teaching methods, focusing on child – centredness, partnership pedagogy, and the development of emotional intelligence and soft skills. The development and improvement of social and emotional skills, interaction with others involves ethical aspects, so the study of socioemotional and ethical learning (SEE Learning), which aims to develop emotional, social and ethical competence, is becoming relevant. The SEE Learning programme, developed by Emory University (USA) with the participation of the Dalai Lama, is closely linked to the idea of harmonious personal and social development [20]. In Ukraine, this programme has been adapted since 2019 and is of interest to the educational community [1]. In the context of war, education is increasingly perceived

not only as a field of knowledge, but also as a system for building resilience, values and emotional well-being of the child, which is fully in line with the philosophy of SEEN. In this regard, there is a need to explore the possibilities of integrating SEEN into the system of psychological and pedagogical training of future teachers, in particular through the development of their skills of self-regulation, empathy, non-violent communication and ethical leadership. Thus, socio-emotional and ethical learning is seen not only as a means of improving school education, but also as a possible structural innovation in higher teacher education, provided that there is appropriate scientific, practical, regulatory and institutional support.

Analysis of recent research and publications. The SEE Learning programme is based on the best practices of social and emotional learning (SEL),

the effectiveness of which has been confirmed by numerous international studies. SEL programmes have a positive impact on students' adaptation, development of self-regulation, emotional well-being and academic performance [17; 19]. The theoretical basis is the work of D. Goleman, who defines emotional intelligence as the ability to be aware of emotions, analyse them rationally and use them in decision-making [6].

S. Denham, S. Brown and C. Domitrovich argue that the development of social intelligence – self-awareness, self-control, empathy and responsible decision-making – is an important factor in students' social adaptation and academic success [19]. Similar findings are confirmed by Ukrainian research: O. Elkin points to the positive dynamics in the development of emotional literacy and psychological safety in the educational environment [7], and O. Kovalchuk analyses the impact of SEL programmes on the formation of empathy, stress resistance and moral consciousness [10].

The Ukrainian educational approaches to SEL are based on the adapted CASEL model, which covers five key competences: self-awareness, self-regulation, social awareness, interaction skills and responsible decision-making [16]. At the same time, the SEE Learning model developed at Emory University expands the classical SEL structure to include ethical components, awareness and empathy, making it an interdisciplinary educational system [20].

In the national context, the integration of the ethical component into teacher training is substantiated by I. Bekh [2] and O. Skrypnychenko [4], emphasising the importance of developing moral consciousness as part of professional competence. The significance of systematic integration of SEL and SEE Learning into teacher education is emphasised by T. Vodolazka, pointing out the need to include these competences in the content of the disciplines of the psychological and pedagogical cycle [5].

Evidence-based pedagogy research also confirms the link between developed socioemotional skills and student achievement, making SEL and SEE Learning an important component of reformed education in Ukraine [14].

Selection of previously unresolved parts, a common problem to which the article is devoted. Despite the growing number of empirical studies (3; 5; 10; 14; 15), the issue of justifying the integration of SEE Learning into courses of the psychological and pedagogical cycle, in particular, such as Educational Psychology and Methods of the Educational Process, remains relevant.

The purpose of this article is to theoretically summarise the concept of SEE Learning and analyse the possibilities of its implementation in the system of training future teachers and psychologists.

Presentation of the main research material.

The analytical review «Opportunities for the Implementation of Socioemotional Learning within the New Ukrainian School Reform» [1] reveals the state of implementation of socioemotional learning in Ukrainian schools, by analysing regulatory documents and the results of an all-Ukrainian survey among educators. According to the key provisions of the New Ukrainian School (NUS) reform set out in the relevant concept, one of the priorities of modern education is the formation of a competent, conscious, responsible personality capable of empathy, self-regulation, critical thinking and effective coexistence in a democratic society [12].

The competence-based approach, as a systemic principle, is implemented in all State Standards – from preschool to basic secondary education. The Basic Component of Preschool Education (2021) highlights the importance of forming the child's social and emotional sphere. As stated in the document: «The educational process in a preschool education institution should ensure the development of the emotional sphere, the formation of moral and ethical norms, the child's ability to interact and cooperate with other people» (Ministry of Education and Science of Ukraine, 2021, p. 9) [13].

The State Standard of Primary Education (2018) also provides for the interdisciplinary development of personal qualities and social skills. «Education at this level should ensure the development of learning skills, communication, critical and creative thinking, teamwork, social activity and responsible behaviour» (Cabinet of Ministers of Ukraine, 2018, Annex, section 2) [8].

The State Standard of Basic Secondary Education (2020) complements the competency-based approach with an emphasis on non-violent communication, ethical self-determination and civic engagement: «The key competences of students include: social and competence; ability to cooperate, interact, and resolve conflicts non-violently; ethical thinking and behaviour based on universal values» (Cabinet of Ministers of Ukraine, 2020, Annex 1, para. 6) [9].

These provisions have become particularly relevant in the context of martial law in Ukraine. The educational policy focuses on creating a psycho-emotionally safe environment, supporting students' psychological resilience, and fostering the values of dignity, self-respect and responsible citizenship.

The State Standards of Education of Ukraine clearly contain components that directly correlate with the goals of the SEE Learning (Social, Emotional and Ethical Learning) programme, namely: the development of emotional intelligence, ethical thinking, civic awareness, teamwork, and responsible decision-making.

According to the authors of the analytical report, the essence of SEEN is: «to develop soft skills in students in the following areas: social and emotional learning, mindfulness, empathy and ethical sensitivity, systems thinking, resilience and trauma-informed practices» [1]. The SEE Learning (Social, Emotional, and Ethical Learning) Programme, developed by the Centre for Ethics at Emory University (USA), is based on interdisciplinary research in the fields of affective neuroscience, social psychology, compassionate education and ethical philosophy. According to these studies, the ability to self-regulate, feel empathy and make responsible ethical choices is not only a moral virtue, but also one that can be developed through targeted training of neuropsychological mechanisms [20].

SEE Learning offers a holistic educational framework based on three key domains – awareness, compassion and ethical engagement – and encompasses the development of skills at three levels: intrapersonal, interpersonal and systems-level. This 3×3 matrix forms the methodological compass of the programme, which combines self-reflection, ethical thinking, social interaction and understanding of complex systems of interdependence.

Programme participants develop a consistent, critical, systematic and ethical view of themselves, others and the world. Mindfulness involves the development of cognitive awareness, critical thinking, and the ability to distinguish between automatic and conscious reactions. Empathy includes empathy, care, active benevolence, and concern for others. Ethical engagement includes the ability to act responsibly, to see the interconnections between personal actions and social consequences, to develop systems thinking and sensitivity to the common good.

The programme also integrates key trauma-informed and culturally sensitive approaches. This is particularly relevant in the Ukrainian context, where children and educators are experiencing the effects of war, loss and psychological instability. SEE Learning creates a space in which students can experience difficult emotions without fear of being judged, which is the basis for rebuilding internal resilience.

The implementation of SEE Learning in the educational process is carried out in the logic of the facilitation approach, which involves non-violent pedagogy, trust, openness and co-presence. The teacher is not a transmitter of knowledge, but a facilitator of students' ethical, emotional and cognitive experience. This involves delicate support of the process of self-discovery and self-improvement, where the truth is formed in open dialogue, co-research, and simulation of situations.

SEE Learning focuses on daily micro-practices that help to internalise new skills. Among them: «Noticing Pause», body scans, emotional aware-

ness practices, ethical reflections, such as «letter to myself», «ethical self-questioning» or «gratitude circle».

Such practices can be easily integrated into the school routine through morning circles, trust circles, discussions of ethical dilemmas in class hours or integrated lessons. In doing so, they are in line with the key tenets of Ukraine's educational reform, the New Ukrainian School (NUS), especially its emphasis on child-centredness, partnership pedagogy and value-based learning.

SEE Learning pays special attention to building a community in the classroom: a space where students feel safe, can openly share their experiences, and develop skills of mutual support and collective care. This creates not just an educational environment, but a developing ethical community.

Thus, SEE Learning not only expands the concept of socioemotional learning, but also offers a pedagogical philosophy of «education from within», in which learning takes place through experience, emotion and deep reflection. This meets the challenges of the 21st century and develops in students not only knowledge but also the ability to be conscious, sustainable, ethical members of society.

During the implementation of psychosocial support courses for teachers, special attention is paid to teaching simple but effective techniques for self-regulation, reducing anxiety and overcoming stressful conditions. These practices – «orangutan», «flower and candle», grounding techniques, group art therapy – do not require sophisticated equipment and can be implemented both in work with children and in the daily life of the teacher [13].

Future teachers and psychologists studying Educational Psychology must acquire not only theoretical knowledge about emotional processes, adaptation, stress and trauma, but also practical skills – how to recognise signs of distress in children, how to regulate their own emotional states and how to create a supportive educational environment. In this sense, the experience of school psychologists is extremely valuable – they already work with such manifestations as increased aggression, anxiety, playful re-enactment of trauma, sleep and attention disorders in children.

In addition, practice shows that teachers who practice SEL elements themselves become emotional 'mentors' for students. Therefore, the course should include not only the study of psychological theories, but also reflective blocks (emotional diaries, micro techniques of self-support), as well as case studies. This will allow students to learn how to interact empathetically, be emotionally present and ethically responsible in difficult pedagogical situations.

It is equally important to create awareness of professional burnout as a systemic challenge. According to the trainers of psychosocial courses, emotional sta-

bilisation techniques are needed not only for children but also for teachers themselves. In this context, the concept of an internal resource, which is actively considered in SEE Learning, should be included in the practical arsenal of a future teacher.

Thus, the study of Educational Psychology should move from an abstract theoretical discipline to a practice-oriented course with a clear ethical framework that develops the skills of compassion, engagement and global responsibility – the basic components of the SEE Learning system. It is this transformation that will help prepare teachers who are able to work in conditions of uncertainty, trauma and a high level of social demand for psycho-emotional support.

The implementation of SEE Learning in Ukrainian education is a potential step towards a value-based transformation of teacher training. This model is in line with the principles of the New Ukrainian School, promotes the development of psychological resilience in times of war, and forms the professional identity of a teacher as a carrier of ethical culture.

Challenges include the need for systematic training of university teachers, overload of educational programmes, and digitalisation of education. Key tasks include professional development in the field

of SEL/SEE Learning and creating conditions for psychological support of the educational process in the context of distance education. In the context of traumatised society, these components become essential for restoring trust, a safe environment and dialogue at school.

Conclusions and prospects for further developments in this area. Socioemotional and ethical learning (SEE Learning) is a perspective innovative educational model that meets the challenges of modern education in Ukraine and the world. Thus, unique conditions are being created in Ukraine for the institutionalisation of SEE Learning as part of a sustainable, humanistic and value-based education model that simultaneously meets international recommendations (CASEL) and national needs in times of war and transformation. Its implementation in the educational environment requires not only methodological changes, but also rethinking the role of the teacher, creating an emotionally safe environment, reconfiguring assessment forms, and developing ethical self-reflection. Further research should focus on practical strategies for implementing SEE Learning in the educational process of future teachers and psychologists.

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