

## **SOCIAL-EMOTIONAL COMPETENCE IN DISTANCE STUDYING AS A NECESSARY METHOD FOR ENGLISH LEARNING OF FUTURE MARINERS**

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Introduction. It is easy to assume that modern learners are prepared for work, peaceful, and in excellent health because there are so many issues and negative news stories that affect our lives, careers, and academic pursuits these days. Nevertheless, because they have better self-emotional management, their performance is higher. Due to the fact that self-emotional organization has a major role in learning and teaching, social and emotional learning is regarded as a crucial component of both studying and human growth. Learning requires that young people acquire and put into practice the knowledge, skills, and attitudes necessary for them to form healthy identities, control their emotions and work toward individual and group objectives, feel and demonstrate empathy for others, build and sustain supportive relationships, and make morally sound decisions.

In the modern world, teaching has undergone significant transformation in the current reality. Working with the younger generation of students who are regarded as digital natives, or net generation, or as digitally literate students is both fascinating and challenging at times. They are proficient digital technology users. The Zoomer generation is the first to grow up immersed in digital media. Since adolescents have always had access to media and digital gadgets, they expect them to support their learning and fulfill their needs. In fact, compared to traditional PCs, current students can accomplish more tasks with cell phones, handheld devices, and other wireless technology.

Because they are not constrained by set schedules, modern students don't prefer traditional schedules.

They are not confined by set schedules, they don't like following them, and they don't have to spend all of their time in the classroom as they do in the office. Rather, today's students adore digital devices, which they utilize day and night. Connect over the phone from anywhere in the globe. Nevertheless, each has a unique way of learning.

People in the modern era enjoy having options. People use digital technologies in project-based work contexts to accomplish tasks in novel and inventive ways. Using conventional metrics to describe productivity is challenging because of their need for alternate ways to finish activities. Contemporary learners require innovative, imaginative, practical, and goal-oriented approaches to education.

They are gregarious and focused on the group. They look for possibilities to connect with people more intimately online being involved in communities and interacting with peers globally. They work well together, and imparting what they know to others really aids in the development of their own identities.

In today's world, students have created their own language and frequently favor computer-mediated communication when interacting with teachers on learning management systems [1]. Voting pools can be used to select the right answers or appropriate methods of completing tasks.

For modern students, technology is not wonderful in and of itself. This generation does not look up to new technologies like previous generations did; instead, they accept, use, and adapt to them without question. For instance, today's typical student just does a Google search on a topic to research it. Students don't care about Google's definition or operation; they use it to locate the information they require.

Undoubtedly, there are a number of obstacles associated with teaching modern learners, some of which are as follows: the classroom has evolved. These days, we employ online meetings, e-books, and visual assistance. Professional teaching uses learning simulators as part of curricula. Teachers have the following difficulties in their efforts to interest and instruct this generation of students: education needs to be relevant to the students and entails using learning simulators in classroom instruction. Teachers encounter the following difficulties in their efforts to connect with and instruct this generation of students:

Education needs to be applicable to students. Students today demand real-world applications for the material they have studied. Content needs to be clear, succinct, and simple to understand. If teachers don't present material that students think is pertinent, they will have to find it on their own. They need engaging and significant information. Because there is always so much information available, students don't feel pressured to learn everything at once. They would prefer to learn where to look and how to find what they need instead; technology can be distracting. Both teachers and students may become distracted by high-tech devices that react to new learners.

Students and teachers must be taught how and when to use technology as a tool in the new online classroom in a safe and appropriate manner.

We think that focusing on social emotional learning will help to solve the problems with contemporary education. The development of students' SEL competence in the classroom needs to receive specific and deliberate attention if we are to maximize learning in all facets of students' lives and prepare them to be responsible members of society. The process of gaining the self-awareness, self-control, and interpersonal skills necessary for success in high establishment, the workplace, and life is known as social-emotional learning, or SEL. Strong social-emotional abilities help people succeed academically, professionally, and socially by enabling them to better handle life's challenges. From impulse control to self-control, from efficient problem-solving to emotion management and more, SEL provides a foundation for positive, long-term effects, awareness, self-control, and social skills—all essential for success in high establishment, the workplace, and life in general. Strong social-emotional abilities help people succeed academically, professionally, and socially by enabling them to better handle life's challenges. SEL lays the groundwork for beneficial, long-term effects on children, adults, and communities by promoting effective problem-solving, self-discipline, impulse control, emotion management, and more.

In the United States, SEL first gained traction in the late 1960s. The Comer High Establishment Development program was then successfully tested by child psychologist James Comer and colleagues from the Yale Children's Education Center. The program was created for two of the most underprivileged high establishments in New Haven.

According to Comer's program, high establishments had to establish a welcoming atmosphere where students felt appreciated and loved and where their issues were handled amicably rather than harshly by their teachers [2]. Health professionals, high establishment psychologists, and parents participated in the process as well. By the 1980s, behavior and truancy issues had all but vanished, and academic achievement had risen above average. Other experts became interested in Comer's program after it proved to be successful. The William T. Grant Foundation is the sponsor of the W. T. Grant Consortium project, which first surfaced in the 1980s. This project's experts created a framework for putting social-emotional learning into practice. They also described the fundamental skills that a learner can acquire from this kind of instruction. These include the capacity to recognize, assess, and emotional self-control, empathy, and a welcoming mindset toward others [2].

Like many other things, the pandemic has made the problems brought on by a deficiency in social-emotional learning worse. During lockdowns, educators and students worldwide were under a great deal of stress. In addition to technical issues, many teachers reported that it was more difficult to supervise their students while they were online, and students expressed

dissatisfaction over distance learning turning into a true neurological test. Because of these conditions, social-emotional learning is more important than ever.

The increasing need for soft skills is another significant element supporting SEL. Critical thinking, creativity, emotional intelligence, leadership, and learning capacity are mentioned in the 2020 World Economic Forum report. According to a 2020 World Economic Forum report, the skills that will be most in demand by 2025 are critical thinking, creativity, emotional intelligence, leadership, and quick learning. This is largely related to novel methods of teamwork.

Another significant factor is the market trend toward remote work and downsizing; zoomers do not want to work at the expense of their health. Managers must be able to establish a strong personal connection with their staff members because employers must now accept that workers will not commit suicide to further their careers.

Despite the younger generation's digital upbringing, using computers in place of a natural setting can be quite stressful. When studying English, SEL imparts knowledge on students to control their stress. Lack of confidence can affect a digital student's academic career and prevent them from assimilating into academic groups. Social emotional learning supports contemporary learners in overcoming these obstacles and developing self-confidence. Another fact that could be mentioned is that SEL guarantees a solid rapport between educators and students. It is possible to maintain constant communication to ensure that a learner doesn't experience loneliness. Setting clear learning objectives and providing guidance on how to do so can inspire students to pursue ongoing development. Encourage students to steer clear of ambiguous goals, like "I want to learn English," as these can be challenging to accomplish. Instead, divide goals into manageable tasks using the S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time Based) model [3]. This particular model can assist your students in setting realistic goals that will inspire and motivate them to keep moving forward.

In light of our experience using online lessons to practice social emotional learning, we can suggest the following:

**Self-management** centered on stress management and emotional state recognition in students. It consistently supports aspiration and aids in achieving necessary goals.

1) By using the emojis that the digital platform offers, it is possible to gauge students' feelings during online meetings conducted through Zoom. To guess a vocabulary word, movie or book title, character, phrase, saying, etc., use emojis in the chat. Alternately, present a scenario and ask students to use emojis to express how they would feel or react in it.

2) Quizzlet or Kahoot are used in English lessons to provide learners' opinions and choices. For instance, it might be suggested to play the game "Are you in or out?" at the start of the lessons. After saying a word or phrase, like "simulator," the instructor asks, "Are you in or out?" Are you in or out of the Muster Station? Are you in or out, bulker ship? In the chat, students' type "in" or "out." Then, having discussions or asking questions can be a useful follow-up.

3) Having conversations about perspective, problem-solving, empathy, and decision-making while reading aloud is a fantastic method to teach social and emotional skills.

**Self-awareness** that emphasizes what students "can do" in addition to teaching them specific techniques for embracing a growth mindset. Regarding the lessons, make clear the aims and objectives, outline the plan in detail, and provide numerous visual aids—such as images and videos—that demonstrate the strategy in use. Offer to achieve group objectives, foster teamwork during the lessons, and guarantee critical thinking in practical contexts.

Maintaining visibility is crucial for establishing trust. It can be viewed as a face-to-face conversation, creating a productive online gathering. It is much more effective when students see each other and work together because being remote has a negative impact.

2) We could use an interactive board to write the primary learning objectives while conducting regular lessons using Zoom. Students always feel more focused and engaged in the

regular lessons when they do this. After the meeting, we can review and talk about the results from this English lesson.

3) Try to plan and deliver your lessons on a regular basis. This is to give students the impression that they are in a secure learning environment.

Perspectives are understood by social awareness. Encourage English language learners to participate in group discussions and provide them with plenty of opportunities to discuss casual subjects so they can get accustomed to using these frameworks. Show that you understand and have empathy for them. During the lesson's icebreaker, find out about the interests of the students.

Constructive thinking and problem solving are the cornerstones of responsible conversation making. Learning scenarios that create cognitive conflict and test students' thinking were developed in the classroom to foster critical thinking. Analysis (the capacity to draw conclusions from data), evaluation (the capacity to assess arguments), argumentation, hypotheses, and self-regulation (self-testing, self-correction) are the primary components of critical thinking. The generation of ideas and the refinement of concepts that were put forth were both components of the creative process. The capacity to articulate one's viewpoint, be open to responding to inquiries from others, adjust to a partner, and employ both spoken and nonverbal cues to accomplish the communication goal are all examples of communication in action. Effective communication with other students is necessary for cooperation to take place. This communication includes social interaction, accepting shared objectives, and completing commitments. Students therefore collaborated in groups during this lesson. During our English classes, we employ a technique known as "think-a-louds." This aids in illustrating how the students comprehend the texts, educational materials, and content. The Marine Accidental Report is an informative resource that students read for professional information that they must comprehend and analyze for each module.

It is suggested that students complete the questions in order to make their analysis. Prior to going through the expert reports titled things like "The machinery space fire onboard Oscar Wilde," "Equipment failure on board Goliath," "Main engine failure on board the self-discharging bulk carrier Enterprise," and so on.

- a) What familiarity I have with the subject matter?
- b) What knowledge do I anticipate gaining?
- c) Can I make sense of what I just read?
- d) What else can I do to enhance my understanding?
- e) What fresh knowledge have I acquired?
- f) Which were the salient features?

Conclusion. SEL empowers our students to understand and manage their emotions, establish positive relationships, and make responsible decisions. This balanced approach promotes academic achievement, improved mental health and constructive social behavior. We see this in our students every day. We strongly believe in the importance of real-life learning. We not only provide our students with the opportunity to realize their academic potential, but also ensure that they practice and hone the critical skills they will need in their future careers.

## REFERENCES

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