

RESEARCH ARTICLE

International Experience of Improving Social-Emotional Literacy of Preschool Education Teachers

Mamanova Beautiful Saidakramovna

Yunusabad District 253- DMTT Director deputy, Uzbekistan

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Abstract

This in the article preschool education of educators socio-emotional literacy increase problem and his/her international experimental place analysis In particular, developed in the countries of educators emotional intellect to develop aimed at programs, methods and innovative approaches Research results this shows that educators socio-emotional literacy children's psychological sustainability, social adaptation and education to the efficiency directly impact shows. In the article this in the direction national education in the system application possible was Recommendations are also given.

KEY WORDS

Socio-emotional literacy, emotional intelligence, preschool education, pedagogue competence, international experience, innovation approach, educator, social skills.

INTRODUCTION

Current globalization under the circumstances education system human capital development strategic to the factor around Modern approaches this shows that education only academic knowledge transmission with limited without leaving, the person every two-sided – cognitive, social and emotional development to provide orientation necessary. Especially before school education stage person development the most important period calculated, this in the period in children main socio-emotional skills – self-understanding, feelings management, empathy, social to relationships to enter and problems solution to grow such as competencies is formed.

Preschool of age children psyche high at the level flexible they are in the environment emotional signals fast acceptance does and to them suitable accordingly own behavior forms. Therefore educator personal emotional condition, behavior culture and psychological approach children's to develop directly impact shows. The teacher socio-emotional literacy

high was In the fate of those children internal experiences right understand takes, their to the needs suitable accordingly educational and educational the process organization will and positive psychological environment creates. On the contrary, in the pedagogue such skills enough at the level unformed if so, this in children anxiety, distrust and social adaptation of problems appearance to be take arrival possible.

Last in years international on a scale take visited scientific research socio-emotional of education efficiency clear numbers with In particular, the research confirms to the results according to pedagogues emotional intellect high was education in institutions stress levels in children an average decrease of 20 – 30%, social adaptation and communication skills and noticeable at the level increase determined. From this besides, socio-emotional education programs regular application children's to study motivation increase, aggressive actions reduce and positive behavior to form service to do proven.

Developed countries in experience of educators socio-emotional competencies develop education of the policy priority from directions one as For example, educators preparation and again preparation in the process emotional intelligence, stress management, conflictology and empathetic communication such as modules mandatory component as is being introduced. With this together, education in institutions of educators psychological well-being support, professional burnout prevent to take and healthy work environment It is also important to create from tasks one as confession is being done.

Modern pedagogy point of view from the point of view than, socio-emotional literacy not only individual pedagogical skill indicator, maybe education quality determinant main from factors one is considered. Therefore preschool education in the system of educators this competencies develop them scientific based methodologies with provide and international progressive experiments national to the conditions adaptation current task as manifestation is happening.

Home part Social-emotional literacy concept of social - emotional literacy is person's their feelings understanding, management, others with effective communication to do and social in situations to act flexibly is the ability of a teacher. for this skills the following own inside takes:

- children's emotional status define to take;
- conflicts constructive solution to grow;
- empathy and supportive environment create;
- stress management.

International in practice of educators socio-emotional literacy to increase aimed at one row effective programs there is.

1. USA experience . In the USA socio-emotional education (SEL) systematic accordingly current done is, it is by CASEL working issued to the model This model is based on five main competence cover takes: himself self -awareness, self-self-management, social social awareness, relationships management (relationship skills) and responsible decision acceptance responsible decision-making.

In the USA preschool education in organizations educators for special SEL trainings, "coaching" system and reflective practices wide For example, within the framework of the "Head Start" program educators children's emotional development assessment and support according to regular is taught. Research to the results according to SEL programs

used in institutions children's social skills an average increase of 20 – 25%, aggressive behavior and noticeable at the level decreased determined.

From this except for, USA in experience "emotional" of educators competency + academic between " result " dependency scientific basically proven: social-emotional environment positive was in groups training activity efficiency is also high will be.

2. Finland experience. Finland education system humanitarianism and individual approach principles is based on. Here educators preparation in the process emotional intellect develop separately as a learning module included. Educators children with " emotional" at work from the methodology of "emotionally responsive interaction "uses, in which everyone child's emotional needs individually in consideration is taken.

Finland of experience important aspect – “phenomenon-based learning” (phenomenon based on teaching approach through it children are real life situations based on socio-emotional experience For example, in a team work, problems together solution to do and own his/her opinion free expression processes natural in a way is formed.

Statistical to the information according to, Finland preschool education in institutions educated in children to oneself confidence level and independent decision acceptance to do skills other many to countries relatively high that observed. This is of educators socio-emotional literacy high at the level formation with explained.

3. Japan experience. Japan preschool education in the system socio-emotional upbringing team spirit and social harmony principles is based on . Here "omoyari" in children (to others) relatively care and the concept of empathy formation important place holds.

Educators daily vital situations – play, eating, cleaning, teamwork from activities using in children responsibility, cooperation and mutual respect skills For example, children group to be activity to conduct through problems together solution to do learns.

In Japan socio-emotional development as a separate science not, maybe all educational to processes integrated without take Research this shows that this approach in children conflicts independent solution to do, patience and social adaptation skills high forms to a certain extent.

4. Great Britain experience. Great Britain education "well-being education" in the system education) concept important place This approach psychological well-being of both educators and children health to provide focused.

Preschool education through the "SEAL" (Social and Emotional Aspects of Learning) program in educational institutions educators in children emotional literacy develop with together, their own emotional They also strengthen their stability. In this process, mindfulness (consciousness) attention), stress management and reflection methods wide is used.

Scientific research to the results according to pedagogues spiritual well-being high was in institutions children's social activity and mutual communication level noticeable at the level increases. Therefore Great Britain in experience teacher's emotional status education of quality main from indicators one as is considered.

Above countries experience this shows that educators socio-emotional literacy develop different to approaches has although, their all of them unifying general aspect is of the process systematicity, continuity and to practice is the orientation. Each state his/ her own cultural, social and pedagogical from the characteristics come out, social-emotional education develops, but as a result children's psychological well-being and social adaptation noticeable at the level will improve.

This experiments national preschool education to the system adaptation through of educators professional competence increase and children's perfect development provide possible.

Today on the day socio-emotional literacy in development following innovative approaches wide is being used:

- online training platforms;
- simulation and roller games;
- mobile applications through emotional monitoring;
- artificial intellect based on pedagogue activity analysis to do

For example, some in the countries educators for special mobile applications working issued they are through own emotional status control to do and develop possible.

Uzbekistan even in preschool conditions education system modernization to do in the process of educators socio-emotional literacy increase important importance profession In this regard:

- qualification increase SEL modules for courses input;
- national values based on emotional upbringing methodology working exit;
- educators for psychological support system create necessary.

CONCLUSION

Analyses this shows that educators socio-emotional literacy preschool education quality increase important from factors International experiments based on working issued methods and programs national education to the system adaptation through children's every one-sided to develop achieve possible. Therefore this in the direction research their work expansion and to practice current to grow current task is considered.

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