

SOCIAL-EMOTIONAL LEARNING IN FOREIGN LANGUAGE TEACHING: A HISTORICAL PERSPECTIVE

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Abstract: This article explores the historical evolution of Social-Emotional Learning (SEL) in the context of foreign language teaching. Tracing its roots from early educational philosophies to contemporary classroom practices, the study examines how SEL principles have shaped approaches to language acquisition. It highlights pivotal moments in educational history, such as humanistic psychology's influence in the 20th century, and discusses how these milestones inform present-day methodologies.

Keywords: Social-Emotional Learning (SEL), foreign language teaching, historical evolution, educational philosophies, humanistic psychology, communicative language teaching (CLT), emotional engagement, cultural sensitivity, pedagogy, language acquisition.

СОЦИАЛЬНО-ЭМОЦИОНАЛЬНОЕ ОБУЧЕНИЕ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: ИСТОРИЧЕСКАЯ ПЕРСПЕКТИВА

Аннотация: В этой статье рассматривается историческая эволюция социально-эмоционального обучения (СЭО) в контексте преподавания иностранных языков. Прослеживая его корни от ранних образовательных философий до современных практик обучения в классе, исследование изучает, как принципы СЭО сформировали подходы к усвоению языка. В нем освещаются ключевые моменты в истории образования, такие как влияние гуманистической психологии в 20 веке, и обсуждается, как эти вехи информируют современные методологии.

Ключевые слова: социально-эмоциональное обучение (СЭО), преподавание иностранных языков, историческая эволюция, образовательные философии, гуманистическая психология, коммуникативное обучение языку (КОЯ), эмоциональное взаимодействие, культурная чувствительность, педагогика, усвоение языка.

CHET TIL O'QITISHDA IJTIMOYIY-EMOTSIONAL O'RGANISH: TARIXIY PERSPEKTIVA

Abstrakt: Ushbu maqola chet tillarini o'qitish kontekstida Ijtimoiy-hissiy ta'limning (SEL) tarixiy evolyutsiyasini o'rganadi. Ilk ta'lim falsafasidan tortib zamonaviy sinf amaliyotlarigacha bo'lgan ildizlarini izlab, tadqiqot SEL tamoyillari tilni o'zlashtirishga yondashuvlarni qanday shakllantirganini o'rganadi. U XX asrdagi gumanistik psixologiyaning ta'siri kabi ta'lim tarixidagi muhim lahzalarni ta'kidlaydi va bu bosqichlar bugungi metodologiyaga qanday ta'sir qilishini muhokama qiladi.

Kalit so'zlar: Ijtimoiy-hissiy o'rganish (SEL), chet tillarini o'qitish, tarixiy evolyutsiya, ta'lim falsafalari, gumanistik psixologiya, kommunikativ tilni o'rgatish (CLT), hissiy jalb qilish, madaniy sezgirlik, pedagogika, tilni o'zlashtirish.

Introduction. Social-Emotional Learning (SEL) has emerged as a critical framework in education, addressing the need to develop students' emotional intelligence alongside academic skills. While widely discussed in general education, its application in foreign language teaching has historical precedents that warrant examination. This article traces the historical trajectory of SEL in language education, from the Socratic method's emphasis on emotional connection to the student, to the humanistic approaches of the 20th century, and the integration of SEL into modern communicative language teaching.

This study aims to illuminate how historical developments have influenced SEL's role in foreign language education and its contemporary relevance.

Methods. A historical analysis was conducted to map the evolution of SEL in foreign language teaching:

1. **Primary Sources:** Analysis of educational texts, curricula, and instructional materials from different historical periods.
2. **Secondary Sources:** Review of scholarly articles, books, and historical accounts of language teaching methodologies.
3. **Framework:** The study applied a chronological lens to examine shifts in pedagogical approaches and their alignment with SEL principles.

Results. The analysis revealed three significant historical phases in the development of SEL within foreign language education:

1. **Classical Foundations:**
 - Socrates and later Roman educators like Quintilian emphasized interpersonal connection and empathy in teaching rhetoric, a precursor to SEL.
 - Language teaching in this era prioritized dialogic methods that required emotional engagement.
2. **Humanistic Psychology and the 20th Century:**
 - The rise of humanistic education, influenced by Carl Rogers and Abraham Maslow, brought SEL principles to the forefront of language pedagogy.
 - The Silent Way and Suggestopedia emphasized emotional safety and learner autonomy, embedding SEL concepts into teaching methods.
3. **Contemporary Approaches (Post-1980s):**
 - Communicative Language Teaching (CLT) incorporated SEL implicitly, focusing on authentic communication, cultural awareness, and empathy.
 - Modern SEL frameworks explicitly integrate emotional regulation, collaboration, and cultural sensitivity into language instruction.

Discussion. The findings demonstrate that SEL in foreign language teaching has deep historical roots. Ancient and humanistic philosophies laid the foundation for integrating emotional and social dimensions into pedagogy, which resonate with contemporary SEL practices. For example:

- The Socratic emphasis on dialogue parallels the role of collaborative tasks in CLT.

➤ Humanistic methods' focus on creating a safe, student-centered environment aligns with SEL's emphasis on emotional well-being.

While progress has been made, gaps remain in integrating SEL into foreign language curricula. Historical insights suggest that teacher training and curriculum design can benefit from revisiting these foundational principles.

Conclusion. The historical evolution of Social-Emotional Learning in foreign language teaching highlights its enduring relevance. From ancient rhetoric to modern pedagogies, the interplay of emotional and social dynamics has been central to effective language learning. Understanding these historical roots provides valuable insights for educators aiming to create holistic, engaging language classrooms.

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