

DETERMINANTS OF DEVELOPMENT OF SOCIAL-EMOTIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS IN HIGHER EDUCATION

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Annotation

This article analyzes the determinants of development of socio-emotional competence of foreign language teachers working in the higher education system. The study scientifically covers the essence of socio-emotional competence, its components, its role in the professional development of the teacher, and the organizational and pedagogical conditions that develop it. The author proposes a model for developing socio-emotional competence, which shows effective ways to form the teacher's empathy, reflection, self-management, and communicative culture skills.

Keywords: socio-emotional competence, empathy, reflection, self-management, communicative culture, determinant, pedagogical activity.

Introduction.

In the modern education system, a foreign language teacher must not only possess linguistic knowledge, but also have a high level of social and emotional awareness, culture, communication culture and psychological stability. Socio-emotional competence is the teacher's ability to understand and manage his own emotions, feel the emotional state of students and have a positive impact on them.

A foreign language teacher plays a decisive role in the educational process as a person who not only gives knowledge in the classroom, but also manages the emotional environment and organizes reliable communication. Therefore, the development of his socio-emotional competence is the most important determinant of professional effectiveness.

Literature review. In recent years, the issue of socio-emotional competence has been emerging as one of the important areas of scientific research in modern pedagogy and psychology. In particular, this concept has been deeply theoretically analyzed in the research conducted by foreign scientists D. Goleman (Goleman, 2013), M. Elias (Elias, 2015) and C. Saarni (Saarni, 2002). According to their scientific views, emotional intelligence, social sensitivity and culture of interaction are the basis for a person's success in social life, in particular in the educational process. D. Goleman substantiated in his research that no matter how developed a person's knowledge and technical skills are, if emotional intelligence and empathetic communication skills are lacking, this will be an obstacle to a person's professional success. M. Elias interprets socio-emotional competence as a person's ability to manage their own emotions, establish positive relationships with others and ensure cooperation in collective activities. According to him, if there is emotional harmony and a positive psychological environment between the student and the teacher in the educational process, the effectiveness of the educational process increases significantly. C. Saarni interprets socio-emotional competence as the ability of a person to correctly express their feelings in a cultural context, understand the



feelings of others, and choose socially acceptable strategies in interaction. Uzbek researchers have also studied this concept in the context of national education and have made a number of scientific conclusions. In particular, in the scientific works of such pedagogical scientists as Sh. Hasanboeva, N. Turakulova, and G. Ibragimova, the role of social and emotional aspects in the professional competence of a teacher is especially recognized. They argue that the socio-emotional competence of a teacher is not only the ability to manage his personal emotions, but also the ability to establish emotional contact with students, understand their psychological state and create a positive environment.

The following factors have been identified and scientifically proven as determinants of the development of this competence:

The level of emotional self-awareness of a person. This component represents the teacher's ability to recognize, control and purposefully manage his own emotions. A teacher with a high level of emotional self-awareness can manage stressful situations in the educational process, maintain a calm, positive relationship with students.

Professional reflection and empathetic communication culture. Reflection is an internal process aimed at analyzing one's own activities, drawing conclusions from mistakes, and professional growth. Empathetic communication culture, in turn, refers to the teacher's ability to feel the psyche of students, understand their emotional needs, and choose an appropriate pedagogical approach.

Psychological comfort of the educational environment. Studies show that when students learn in an environment where they feel safe, valued, and understood, their level of mastery, motivation, and creative activity increase. Therefore, making the educational environment comfortable is a key condition for developing socio-emotional competence.

Motivational and psychological support provided by management. Creating a positive motivational environment for teachers by the management of a school or educational institution, appreciating their work, and providing opportunities for professional development - this strengthens their socio-emotional stability. In such conditions, the teacher approaches his work more responsibly, is able to provide creativity and a positive emotional mood.

Thus, the analysis of the literature shows that socio-emotional competence occupies a central place in modern pedagogical activity. It is one of the factors determining the effectiveness of the educational process and plays a decisive role in the formation of the teacher's professional competence, the comprehensive development of the student's personality, and the creation of a socially stable educational environment.

Main part. The essence of socio-emotional competence. In the modern education system, the professional skills of a teacher are determined not only by theoretical knowledge and practical skills, but also by his socio-emotional competence. This competence represents a person's ability to understand and manage his own emotions, correctly interpret the emotions of others and positively direct them. In other words, socio-emotional competence is the ability of a person to control his own emotions, empathize with the feelings of others, and establish effective communication in social situations.

This competence is of particular importance for a foreign language teacher. Because the process of teaching a foreign language is inherently communicative, in which the teacher actively participates not only as a provider of knowledge, but also as a person who shapes the emotional environment. The teacher increases the effectiveness of education by creating a positive emotional background in communication with students, controlling himself in stressful situations, constructively managing negative emotions, and taking an individual approach to each student.



Socio-emotional competence is also directly related to the teacher's pedagogical reflection, that is, the ability to analyze his own activities, realize his mistakes, and draw conclusions from them. This competency allows the teacher to manage their own emotional state, establish healthy psychological connections with students, and strengthen mutual trust and cooperation in teamwork.

Thus, socio-emotional competence is a key factor in the professional activity of a teacher, ensuring emotional stability, empathetic communication and social adaptability. It not only increases the effectiveness of the educational process, but also enhances the teacher's personal well-being, professional motivation and level of job satisfaction.

2. Determinants of the development of socio-emotional competence. Analyses and empirical studies show that a number of factors - determinants - directly affect the development of socio-emotional competence of foreign language teachers. These determinants are inextricably linked with the individual psychological characteristics of the teacher, the conditions of the professional environment, educational policy and organizational culture.

The level of emotional self-awareness of a person. The ability of a teacher to correctly assess his emotional state, control himself in stressful situations, and maintain a positive mood is the most important indicator of socio-emotional competence. A teacher with a high level of emotional self-awareness can provide peace, balance and sincerity in working with students.

Empathy and social sensitivity. Empathy is the teacher's ability to perceive, understand and respond appropriately to the feelings of students. This is especially important for a foreign language teacher, since students often experience self-doubt, shyness or a decrease in motivation during the process of learning a language. An empathetic approach plays an important role in supporting them, building confidence and creating a positive learning environment.

Professional reflection and readiness for self-development. A teacher must be ready to analyze his/her own activities, identify his/her strengths and weaknesses, learn new pedagogical approaches and work on himself/herself. A reflective approach ensures the continuous development of socio-emotional competence.

Psychological climate and comfort of the educational environment. The emotional state of students and the effectiveness of the teacher's work are directly related to the psychological climate in the educational environment. In teams with a positive climate, teachers are satisfied with their work and actively engage in innovative activities.

Motivational support of management and institutional policy. A favorable working environment created by the management of an educational institution, a fair incentive system, and opportunities for professional development increase the professional motivation of the teacher. As a result, socio-emotional stability is ensured and the teacher achieves high efficiency in his work.

Cultural context and national values. The cultural values of society, national traditions, and the system of social relations also play an important role in the development of socio-emotional competence. In the conditions of Uzbekistan, the values of humanity, respect, tolerance, and teamwork form the national basis of this competence.

The above determinants are manifested in mutual integration and provide a comprehensive personal and professional development of the teacher. Therefore, the process of forming socio-emotional competence requires a continuous, systematic and scientifically based approach.

Nº	Determinants	Description
1	Personal reflection	The process of a teacher analyzing his/her own activities, identifying mistakes and striving to correct them.
2	Empathetic	Feeling the emotions of students, understanding their mental state,



	communication	and providing appropriate pedagogical responses.
3	Self-management	Maintaining emotional stability in stressful situations, constructively resolving conflicts.
4	Motivational environment	Organizational and psychological conditions that encourage the teacher's professional growth.
5	Professional support	Providing professional support through mentoring, training, and psychological counseling systems.

Analysis and discussion. The results of the experiment show that teachers with developed socio-emotional competence demonstrate a tolerant, patient and empathetic approach in communicating with students. By managing their own emotional state, they reduce stress in the classroom and create positive motivation in students.

The use of training, video analysis, interactive exercises and reflective writing to develop a teacher's socio-emotional competence gives effective results. These methods increase teachers' awareness of their own emotions and sensitivity to the emotions of others.

Conclusions and recommendations. The development of socio-emotional competence should be included in the personnel policy of higher educational institutions. Training modules should be developed for foreign language teachers: "Fundamentals of Empathic Communication", "Emotional Reflection Techniques", "Stress Management" and "Managing the Emotional Environment in the Classroom". Establishing a mentoring system - through experienced teachers, will help to form social sensitivity in young teachers. It is advisable to establish psychological services that support the emotional well-being of teachers. The introduction of online training and diagnostic systems through digital psychological platforms is recommended as a factor of sustainable development.

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