

THE ROLE OF SOCIAL-EMOTIONAL LEARNING TECHNOLOGIES IN IMPROVING THE PEDAGOGICAL SYSTEM OF WORKING WITH STUDENTS PRONE TO DELINQUENT BEHAVIOR

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Abstract. *This article highlights the pedagogical significance of social-emotional learning technologies in the process of working with students prone to delinquent behavior. It also scientifically substantiates the role of modern pedagogical technologies in developing students' emotional stability, strengthening their social adaptation, preventing aggressive behavior, and increasing the effectiveness of educational activities. The study analyzes the practical possibilities of a learner-centered approach, SEL technologies, and interactive methods.*

Keywords: *social-emotional learning, SEL technologies, tendency toward delinquency, pedagogical system, emotional development, educational activity, prevention, student personality.*

In today's era of globalization, the increasing occurrence of various negative phenomena among young people, including delinquency, aggressive behavior, social adaptation problems, and deviant behavior, places important responsibilities on the education system. In particular, effective work with students who are prone to delinquent behavior in general secondary education institutions, stabilization of their psychological and emotional state, and ensuring their adaptation to society are among the urgent pedagogical issues. In this process, Social

and Emotional Learning (SEL) technologies play an important role. This is because SEL technologies help students develop skills such as managing their emotions, engaging in positive communication, making responsible decisions, and resolving conflicts peacefully. Consequently, this creates opportunities to prevent delinquency and increase the effectiveness of educational prevention.

Traditional pedagogical approaches often fail to produce sufficient results when working with students prone to delinquent behavior. This is because many of these students demonstrate emotional instability, difficulties in self-expression, family-related problems, low communicative competence, and barriers to social adaptation. Therefore, it becomes necessary to apply innovative approaches in pedagogical practice that take into account the individual characteristics of students.

Social-emotional learning technologies are particularly important in this regard. The primary aim of SEL technologies is not only to develop students' academic knowledge but also to foster their emotional intelligence and social competencies. Through these technologies, the following competencies are developed in students:

- self-awareness;
- emotional regulation;
- social awareness;
- effective communication;
- responsible decision-making.

These competencies help reduce negative behaviors among students prone to delinquency. Students who are capable of managing their emotions, establishing healthy social relationships, and constructively resolving conflicts are less likely to display deviant behavior.

The use of SEL technologies in improving the pedagogical system is implemented in several directions. First, it is important to integrate emotionally supportive methods into the teaching process. In particular, reflection activities, role-playing games, situational tasks, training sessions, and group activities increase students' social engagement.

Second, organizing extracurricular educational activities based on SEL principles yields effective results. Psychological trainings, communicative exercises, conflict management seminars, and motivational meetings strengthen students' self-confidence. Third, enhancing cooperation with parents is of great importance. An unhealthy family environment is considered one of the main factors contributing to delinquent behavior. Therefore, it is necessary to monitor students' emotional conditions through cooperation among teachers, psychologists, and parents.

Individual educational pathways also play a significant role in working with students prone to delinquency. In this process, each student's psychological condition, interests, social environment, and behavioral problems are analyzed, and an appropriate pedagogical intervention strategy is developed. SEL technologies provide effective opportunities for implementing such an individualized approach.

In addition, the use of modern information and communication technologies increases pedagogical effectiveness. Interactive platforms, motivational videos, psychological training programs, and digital educational resources enhance students' interest and encourage their active participation in the educational process.

Research findings indicate that pedagogical activities organized on the basis of social-emotional learning lead to a decrease in students'

levels of aggression, improvement in communication culture, and enhancement of learning motivation. As a result, delinquent behavior can be prevented.

In conclusion, social-emotional learning technologies are an important tool in improving the pedagogical system of working with students prone to delinquent behavior. These technologies demonstrate high effectiveness in ensuring students' emotional stability, developing their social competencies, and preventing negative behaviors. Furthermore, integrating SEL technologies into the processes of education and upbringing makes it possible to improve the system of pedagogical prevention, strengthen students' social adaptation, and create a healthy spiritual and moral environment. Therefore, the widespread implementation of innovative pedagogical activities based on social-emotional learning in general education institutions is considered an urgent task.

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