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**FOSTERING SOCIAL AND EMOTIONAL LEARNING  
SKILLS OF SENIOR HIGH SCHOOL STUDENTS  
IN THE CONTEXT OF ENGLISH  
EXTRACURRICULAR ACTIVITIES**

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**INTRODUCTION**

To define the key competencies expected of school graduates, the legislative acts of Ukraine in the field of general secondary education identify a set of cross-cutting skills, including the ability to work in a team, to learn how to learn, to interact effectively with others, and to manage one's own emotions<sup>1, 2</sup>. The Concept of the New Ukrainian School emphasizes the need to create a safe and comfortable educational environment that fosters not only the acquisition of knowledge but also the development of the social and emotional skills required to apply it in everyday life<sup>3</sup>.

The need to develop these key competencies has become more pressing under the strain of present-day challenges<sup>4</sup>. As a consequence of the COVID-19 pandemic and the full-scale war, blended and distance formats became widespread, limiting face-to-face interaction, hindering socialization, and adversely affecting performance: the PISA-2022 results indicate a decline in the reading, mathematical, and science literacy of Ukrainian teenagers<sup>5</sup>.

At the same time, the international Survey on Social and Emotional Skills conducted by the OECD, in which Ukraine participated for the first time in 2023, shows that social and emotional learning (SEL) is already broadly embedded

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<sup>1</sup> Про освіту : Закон України від 05.09.2017 р. № 2145-VIII.

<sup>2</sup> Про повну загальну середню освіту : Закон України від 16.01.2020 р. № 463-IX.

<sup>3</sup> Гриневич Л., Елькін О., Калашнікова С. та ін. Нова українська школа. Концептуальні засади реформування середньої школи / за заг. ред. М. Грищенка ; Міністерство освіти і науки України. Київ, 2016.

<sup>4</sup> Artsymieieva D., Witt A. S., Gable Jr. T. E. et al. Insights into Remote Learning and Teaching : Teacher's Guide / ed. O. Shalenko. Electronic ed. Kyiv : Mlyn Media, 2024.

<sup>5</sup> Результати міжнародного дослідження якості освіти PISA-2022 / Міністерство освіти і науки України. 2023.

in Ukrainian schooling: it is integrated into the teaching of all subjects for 93% of 15-year-old students (international average 83%), whereas only 11% of this cohort attend schools where SEL is taught as a separate subject (international average 38%)<sup>6</sup>. This awareness is reflected in the Professional Standard for Teachers (2024), which specifies the teacher's readiness to establish a safe, collaborative, and developmentally oriented educational environment, to incorporate social and emotional approaches into instruction, and to consciously regulate one's own emotional states<sup>7</sup>.

The development of emotional resilience, self-regulation, collaboration, and effective communication acquires particular significance in teaching English to senior high school students, who work under an intensified academic load while preparing for the national multi-subject test and for professional self-determination, which entails considerable emotional strain<sup>8</sup>. Under such conditions, extracurricular activities (EA) prove to be not an optional addition but a fundamental component of English language teaching (ELT) and learning: they reduce academic tension, develop soft skills, provide space for informal foreign-language communication, and allow acquired competencies to be applied in situations resembling real-world contexts<sup>9</sup>. Unlike the more structured environment of classroom instruction, EA in English provide senior high school students with greater autonomy to take initiative, experiment with communicative behavior, and develop leadership, collaboration, and emotional self-regulation skills.

This assumption is borne out by empirical evidence. The survey covered two age cohorts, 10- and 15-year-olds. According to the Ukrainian data, students of both cohorts who took part in extracurricular activities regularly showed better developed social and emotional skills; among 15-year-olds this was most closely associated with energy, sociability, responsibility, achievement motivation, and self-confidence. Participation, however, declines markedly with age: only 17% of Ukrainian 15-year-olds attended sports activities at least monthly, against an international average of 27%, and against 42% of Ukrainian 10-year-olds (international average 53%). Remote and blended formats compound the difficulty: 89% of Ukrainian teachers taught online in

<sup>6</sup> Посилення соціально-емоційного навчання у світі: ключові результати Міжнародного дослідження соціально-емоційних навичок (ДоСЕН-2023) для України. Випуск 2 / Національний дослідницький центр – ГО «ЕдКемп Україна». 2025. URL: [https://sqe.gov.ua/wp-content/uploads/2025/05/klyuchovi\\_rezultaty\\_dosen\\_ukrayina\\_12.05.2025.pdf](https://sqe.gov.ua/wp-content/uploads/2025/05/klyuchovi_rezultaty_dosen_ukrayina_12.05.2025.pdf)

<sup>7</sup> Професійний стандарт вчителя : затв. Міністерством освіти і науки України, 2024.

<sup>8</sup> Швец Т. Старший шкільний вік як сенситивний період для розвитку соціально-особистісної компетентності. *Наукові праці Міжрегіональної академії управління персоналом. Педагогічні науки*. 2023. № 1(54). С. 43–50.

<sup>9</sup> Murodova M. The role of outdoor extracurricular activities in advancing language learning. *American Journal of Education and Learning*. 2026. Vol. 4, № 1. P. 371–375.

the preceding year (international average 40%), and 76% of them found the development of persistence, sociability, and energy impeded<sup>10</sup>. The national report adds two findings of direct relevance: foreign language classes and volunteering are far more widespread forms of extracurricular activity among Ukrainian adolescents than among peers in other participating countries, which the authors attribute to the situation in the country, while teachers of 15-year-olds offer fewer opportunities to develop social and emotional skills than teachers of 10-year-olds<sup>11</sup>.

Although the legislative framework has expanded opportunities for integrating SEL into school education, the systematic incorporation of SEL principles into EA at the senior high school level has yet to be supported by a coherent methodological framework and appropriate instructional resources for this group of learners.

The aim of this chapter is to examine the methodological potential of SEL for the organization of EA in the context of teaching English to senior high school students; to formulate the guiding principles of and identify the challenges associated with such activities; and to propose a practical classification of SEL-based extracurricular activities, illustrated with sample tasks.

## **1. Social and emotional learning in English language teaching in senior high school: conceptualization and content**

Foreign scholarship examines SEL in the context of emotional intelligence, which D. Goleman defines as a set of mental abilities involved in recognizing and understanding one's own emotions and those of others<sup>12</sup>. The common construct of the various structural models is the capacity to identify, understand, and manage emotions, while interpersonal abilities are regarded as their distinguishing feature<sup>13</sup>. Goleman's mixed model distinguishes five components: self-awareness, self-regulation, social skills, empathy, and motivation. Emotional skills are thus acquired abilities that can and should be cultivated, even though their innate starting level differs<sup>14</sup>.

<sup>10</sup> Посилення соціально-емоційного навчання у світі: ключові результати Міжнародного дослідження соціально-емоційних навичок (ДоСЕН-2023) для України. Випуск 2 / Національний дослідницький центр – ГО «ЕдКемп Україна». 2025. URL: [https://sqe.gov.ua/wp-content/uploads/2025/05/klyuchovi\\_rezultaty\\_dosen\\_ukrayina\\_12.05.2025.pdf](https://sqe.gov.ua/wp-content/uploads/2025/05/klyuchovi_rezultaty_dosen_ukrayina_12.05.2025.pdf)

<sup>11</sup> Національний звіт за результатами міжнародного дослідження соціально-емоційних навичок (ДоСЕН) в Україні (2022–2024). Том 2. Освітнє середовище і СЕ-навички учнівства / Національний дослідницький центр – ГО «ЕдКемп Україна». 2025. URL: <https://drive.google.com/file/d/15NEwYhVLLvgGFozrM2itiRuMFxxYkF7k/view>

<sup>12</sup> Goleman D. Emotional Intelligence: Why It Can Matter More Than IQ. New York : Random House Publishing Group, 2006.

<sup>13</sup> Августюк М. Основні аспекти характеристики моделей емоційного інтелекту. *Вісник Львівського університету. Серія: Психологічні науки*. Львів, 2021. № 8. С. 3–9.

<sup>14</sup> Goleman D. What Makes a Leader? *Harvard Business Review*. 1998. Vol. 76. P. 93–102.

J. Gottman and J. Declaire underscore the need to foster the emotional intelligence of schoolchildren in order to secure appropriate learning outcomes, and identify the factors that hinder or help a child to comprehend and manage their own emotions<sup>15</sup>.

In educational settings, SEL is construed as an approach treating learners' social and emotional needs as a precondition of academic attainment: it couples explicit teaching of self-awareness, self-management, and relationship skills with a supportive school environment, and is credited with improving behavior and reducing risk-taking<sup>16</sup>.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), which promotes integrated SEL from preschool through high school, regards it as an indispensable dimension of education – the process through which young people and adults acquire and apply the knowledge, skills, and attitudes needed to form healthy identities, manage emotions, pursue personal and shared goals, show empathy, build relationships, and make responsible decisions.

According to CASEL, the principal goal of SEL is the formation of the key competencies known as the CASEL 5: self-awareness, self-management, relationship skills, responsible decision-making, and social awareness. It is attained through the interplay of the teacher with the classroom (SEL instruction and a conducive climate), the school administration (SEL culture, practices, and policies), families or caregivers (partnership), and local communities (coordinated educational opportunities)<sup>17</sup>.

The growing societal demand for SEL competencies is clearly reflected in Ukraine's educational policy and regulatory documents. Although a distinct social and emotional component is absent from the key competencies, elements of SEL run through the mandatory learning outcomes of virtually all educational domains and correlate with the European Union key competence “personal, social and learning to learn competence”<sup>18</sup>.

Emotional-ethical competence of a teacher is the capacity to be aware of one's own feelings and needs and of the emotional states of others, to regulate one's emotional states, to interact constructively and safely, and to appreciate the interdependence of people in a globalized world;

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<sup>15</sup> Готтман Д., Деклер Д. Емоційний інтелект у дитини. Харків : Vivat, 2022. 288 с.

<sup>16</sup> Social-Emotional Learning. *ScienceDirect Topics*. URL: <https://www.sciencedirect.com/topics/psychology/social-emotional-learning>

<sup>17</sup> Collaborative for Academic, Social, and Emotional Learning. SEL: What are the core competence areas and where are they promoted?

<sup>18</sup> Ніколаєва С. Ю. Загальноєвропейські рекомендації з мовної освіти 2020: вплив на навчання іноземних мов і культур в Україні. *Іноземні мови*. 2024. № 2. С. 3–14.

it comprises knowledge about empathy, the ability to understand another person's emotions, to manage stress, and to stabilize one's emotional condition<sup>19</sup>.

These requirements are reinforced by the State Standard of Profile Secondary Education, approved in 2024 and applicable from 1 September 2027, which lists among the mandatory outcomes: respect for others and tolerance; the ability to cooperate constructively, to empathize, to cope with stress, and to act in conflict situations; a caring attitude to personal and social health, awareness of one's own feelings, and attention to one's inner needs; a healthy lifestyle; an understanding of the rules of conduct commonly accepted in different communities and grounded in shared moral values; and the capacity to act amid uncertainty and multitasking<sup>20</sup>.

The integration of SEL into schooling enhances emotional resilience and cultivates a favorable disposition towards learning<sup>21</sup>. In an analytical review, J. Chen points out that SEL raises the effectiveness of instruction and academic achievement, increases the interest and motivation of English language learners, and helps to relieve anxiety and psychological tension<sup>22</sup>.

Examining the integration of SEL into ELT, L. J. P. Herrera and colleagues argue that, in a technologically enriched learning environment, the systematic implementation of SEL is essential for sustaining students' motivation and promoting their social and emotional well-being<sup>23</sup>. The authors maintain that SEL contributes to learners' holistic development, fosters a positive classroom climate, and enhances their social and emotional competencies<sup>24</sup>. Their findings further indicate that the emotional well-being of both teachers and students plays a pivotal role in shaping engagement, motivation, and the overall effectiveness of the educational process<sup>25</sup>.

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<sup>19</sup> Головіна О. Нова українська школа. Професійний стандарт вчителя. Лілія Гриневич про його важливість і необхідність. 2020.

<sup>20</sup> Державний стандарт профільної середньої освіти : затв. постановою Кабінету Міністрів України від 25.07.2024 р. № 851. *Офіційний вісник України*. 2024. № 71. Ст. 4249. URL: <https://zakon.rada.gov.ua/laws/show/851-2024-п>

<sup>21</sup> Breiseth L. SEL for English Language Learners: What Educators Need to Know. National Education Association, 2024.

<sup>22</sup> Chen Zh. The impact of social emotional learning in TESOL: a narrative literature review. *Lecture Notes in Education Psychology and Public Media*. 2023. Vol. 28, № 1. P. 230–233.

<sup>23</sup> Pentón Herrera L. J., Hussain Y. Language teachers in the digital era: addressing emotional and pedagogical challenges in technology-enhanced learning environments. *Multidisciplinary Journal for Education, Social and Technological Sciences (MUSE)*. 2026. Vol. 13, № 1.

<sup>24</sup> Pentón Herrera L. J., Darragh J. J. Social-Emotional Learning in English Language Teaching. *Ann Arbor : University of Michigan Press*, 2024. 110 p.

<sup>25</sup> Pentón Herrera L. J., Hussain Y. Language teachers in the digital era: addressing emotional and pedagogical challenges in technology-enhanced learning environments. *Multidisciplinary Journal for Education, Social and Technological Sciences (MUSE)*. 2026. Vol. 13, № 1.

The findings of N. Ye. Dmitrenko, V. V. Panchenko, O. V. Hladka, I. V. Shkola, and A. I. Devdiuk indicate that SEL techniques employed in formative assessment support not only academic progress but also a deeper and more meaningful engagement with the English language, creating a positive and productive learning environment oriented towards the development of essential communicative skills<sup>26</sup>.

I. Shkola and B. Saliuk show that storytelling, including its digital form, develops learners' twenty-first-century skills – among them emotional intelligence, communication, creativity, and critical thinking. Multimedia narration sparks empathy, since learners relate to characters personally, while digital storytelling heightens interest and eases the anxiety of speaking the target language<sup>27</sup>.

H. I. Podosynnikova and H. Netsmekha have substantiated the methodological potential of SEL in English extracurricular activities and proposed a classification of SEL tools – didactic-methodological and didactic-psychological – for such work in the 5th–6th grades under blended learning conditions, which the present chapter extends to the senior stage of profile school<sup>28</sup>.

Therefore, SEL in profile schools should be consolidated as one of the defining principles of organizing EA rather than relegated to a peripheral or situational component.

At the same time, teachers often feel ill-prepared to apply it and regard specialized knowledge, methodological recommendations, and instructional materials as necessary in order to practice SEL effectively<sup>29</sup>. The Ukrainian data bear this out: 19% of teachers of 15-year-olds had no training in implementing SEL in the classroom, and 34% no opportunity to acquire the skills for its regular monitoring<sup>30</sup>.

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<sup>26</sup> Дмитренко Н. Є., Панченко В. В., Гладка О. В., Школа І. В., Девдюк А. І. Вплив соціально-емоційного навчання на результати формувального оцінювання майбутніх учителів англійської мови. *Інноваційна педагогіка*. 2024. Вип. 72. С. 53–59. DOI: <https://doi.org/10.32782/2663-6085/2024/72.10>

<sup>27</sup> Shkola I., Saliuk B. Digital Storytelling for Engaged EFL Learning // Цифрові технології навчання англійської мови як іноземної/другої мови : колективна монографія / за заг. ред. І. Школи, Б. Салюк. Житомир : Євро-Волинь, 2024. С. 22–42.

<sup>28</sup> Подосиннікова Г. І., Нецмеха Г. Методичний потенціал соціально-емоційного навчання в організації позакласної роботи з англійської мови школярів 5–6 класів. *Педагогічні науки: теорія, історія, інноваційні технології*. 2024. № 5 (139). С. 27–42. DOI: <https://doi.org/10.24139/2312-5993/2024.05/027-042>

<sup>29</sup> Pentón Herrera L. J., Martínez-Alba G. Social-Emotional Learning in the English Language Classroom: Fostering Growth, Self-Care, and Independence. Alexandria : TESOL Press, 2021.

<sup>30</sup> Національний звіт за результатами міжнародного дослідження соціально-емоційних навичок (ДоСЕН) в Україні (2022–2024). Том 2. Освітнє середовище і СЕ-навички учнівства / Національний дослідницький центр – ГО «ЕдКемп Україна». 2025. URL: <https://drive.google.com/file/d/1SEwYhVLLvgGFozrM2itRuMFxxYkF7k/view>

S. Mutsvara identifies the challenges teachers face in applying SEL in their curriculum, pointing out that they must balance learners' academic achievement against the regulation of their social and emotional well-being<sup>31</sup>.

To determine the directions for applying SEL in EA with senior high school students, we turn to the skill of constructive emotion management. The State Standard of Profile Secondary Education lists it among the cross-cutting skills underpinning all key competencies and defines it as the ability to recognize one's own emotions and those of others, to perceive emotions without judgement, to respond adequately to conflict situations, and to understand how emotions may assist or hinder activity, directing oneself towards inner balance, constructive communication, concentration, and productive work<sup>32</sup>. Its detailed descriptors, which we take as the basis of the present analysis, are set out in the State Standard of Basic Secondary Education<sup>33</sup> (see Table 1).

Table 1

**Skills of constructive emotion management in students  
of general secondary education institutions**

| Skill                                                           | Description                                                                                              |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Recognizes and understands emotions.                            | Describes a wide range of different emotions.                                                            |
|                                                                 | Discusses the causes of various emotions.                                                                |
|                                                                 | Identifies behavioral strategies for difficult situations.                                               |
|                                                                 | Understands how one's own character weaknesses give rise to certain emotions.                            |
| Manages one's own emotions.                                     | Responds appropriately to praise, failure, and criticism.                                                |
|                                                                 | Copes with stress by using appropriate strategies.                                                       |
|                                                                 | Manages emotions through reappraisal and situational modification.                                       |
|                                                                 | Discusses one's own emotions primarily with friends and selects the most suitable behavioral strategies. |
| Senses the emotional states of others and builds relationships. | Demonstrates an understanding of other people's viewpoints and feelings.                                 |
|                                                                 | Expresses differing opinions respectfully.                                                               |
|                                                                 | Negotiates constructively in the event of conflict.                                                      |
|                                                                 | Maintains relationships and a sense of belonging.                                                        |

*Source: compiled from the State Standard of Basic Secondary Education (2020).*

<sup>31</sup> Mutsvara S. SEL Concept: A discursive review on texts describing social and emotional learning skills. *Academia Letters*. 2021. Article 1287. DOI: <https://doi.org/10.20935/AL1287>

<sup>32</sup> Державний стандарт профільної середньої освіти : затв. постановою Кабінету Міністрів України від 25.07.2024 р. № 851. *Офіційний вісник України*. 2024. № 71. Ст. 4249. URL: <https://zakon.rada.gov.ua/laws/show/851-2024-п>

<sup>33</sup> Державний стандарт базової середньої освіти : затв. постановою Кабінету Міністрів України від 30.09.2020 р. № 898.

Fostering these skills in the course of EA, in correlation with the components of emotional intelligence proposed by D. Goleman<sup>34</sup>, influences both the emotional sphere of the student and learning outcomes: the more developed the components of emotional intelligence, the more effective the learning activity.

## **2. The Aim, Content, and Forms of Organizing Extracurricular Activities in English Language Teaching in Senior High School**

The term designating the object of this study is not unified: research employs extracurricular activities, after-school activities, optional activities, club activities, and supplementary education, each with its own tradition and semantic scope. We opt for the term “extracurricular activities”, since this form of organizing the educational process is firmly entrenched in the Ukrainian context – in regulatory documentation and institutional practice alike.

In Ukraine, EA are viewed as an integral part of the instructional and educational process – a system of activities heterogeneous in content, purpose, and methodology, lying beyond the compulsory curricula<sup>35</sup>. I. P. Zadorozhna observes that humanistic pedagogy calls for language teaching formats that develop, beyond the timetabled classroom, the competencies, cognitive abilities, and psychological qualities underpinning personal development and intercultural communication<sup>36</sup>.

In the British and American tradition, “extracurricular activity” denotes voluntary engagement beyond the mandatory curriculum: sanctioned by the institution, without grading or credit; typical forms are athletic teams, creative and scholarly clubs, student government, and volunteer and cultural initiatives. It distinguishes extracurricular from co-curricular activities: the former are voluntary and extraneous to the syllabus, the latter tied to the academic program<sup>37</sup>. Contemporary scholarship regards the integration of EA into ELT as a significant avenue for enhancing language education, since EA create conditions for authentic communication, foster learner autonomy, and broaden intercultural experience<sup>38</sup>. EA are held to be oriented towards the

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<sup>34</sup> Goleman D. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York : Random House Publishing Group, 2006.

<sup>35</sup> Ніколаєва С. Ю. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних ун-тів / О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін. ; за заг. ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2013. С. 513.

<sup>36</sup> Zadorozhna I., Datskiv O., Levchyk N. Development of pre-service foreign languages teachers' emotional intelligence by means of reflection. *Advanced Education*. 2018. № 10. P. 62–68.

<sup>37</sup> Bartkus K. R., Nemelka B., Nemelka M., Gardner P. Clarifying the meaning of extracurricular activity: a literature review of definitions. *American Journal of Business Education*. 2012. Vol. 5, № 6. P. 693–704.

<sup>38</sup> Tran D. Extracurricular activities in English language teaching as a pathway to Sustainable Development Goal 4 in higher education. *Journal of Knowledge Learning and Science Technology*. 2026. Vol. 5, № 1. P. 32–45.

fullest development of learner potential and towards independence and personal well-being<sup>39</sup>.

In this study, EA are conceptualized as a system of educational and developmental activities diverse in content, format, and methodology. Implemented beyond the compulsory curriculum and class schedule, they are organized and supported by the institution to stimulate cognitive interest, expand subject knowledge and foreign language communicative competence, foster holistic development, and cultivate a socially and emotionally supportive environment. Learner autonomy – the ability to determine independently the objectives of one's own learning and to decide on the forms of one's participation – is accordingly treated as one of the defining outcomes of EA.

Scholars of the Kyiv school of foreign language teaching methodology, led by Professors S. Yu. Nikolaieva and V. V. Chernysh, define the principal aims of EA as stimulating interest in the subject, enhancing foreign language communicative competence, and fostering holistic personal development<sup>40</sup>. EA foster active rather than passive engagement, promote academic autonomy, and cultivate motivation and responsibility. One of their primary tasks is therefore to create conditions that help learners overcome the psychological barriers to self-expression in English<sup>41</sup> – a premise weighty for SEL, since communicative competence proves inseparable from emotional self-regulation.

H. Simbolon, S. Tampubolon, and A. Pasaribu reveal the didactic potential of EA in the English Club format: involvement substantially raises productive speech skills (writing and speaking) and fosters academic activity, motivation, and communicative confidence<sup>42</sup>. An analogous effect is observed in digitally mediated formats: with virtual excursions using augmented reality, learners' independent activity and the emotional impression of the object studied improve assimilation and retention, while work on a shared project cultivates team interaction and communicative flexibility<sup>43</sup>.

Recent research indicates that, for senior high school students of profile schools, well-designed EA foster the development of reflective skills,

<sup>39</sup> Kardiansyah M. Y., Qodriani L. U. English extracurricular and its role to improve students' English speaking ability. *Retorika: Jurnal Ilmu Bahasa*. 2018. Vol. 4, № 1. P. 60–69.

<sup>40</sup> Николаєва С. Ю. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних ун-тів / О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін. ; за заг. ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2013.

<sup>41</sup> Nikolaieva S. Yu., Shevelko K. O., Fabrychna Y. H. ICT-supported extra-curricular activities for university students majoring in translation studies. *Information Technologies and Learning Tools*. 2020. Vol. 77, № 3. P. 175–184.

<sup>42</sup> Simbolon H., Tampubolon S., Pasaribu A. The effect of taking English club extracurricular activity on student's writing and speaking ability. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*. 2023. Vol. 11, № 1. P. 616–629.

<sup>43</sup> Tarasenko R., Amelina S., Kazhan Y., Bondarenko O. The use of AR elements in the study of foreign languages at the university. *CEUR Workshop Proceedings*. 2020. Vol. 2731. P. 129–142.

communicative flexibility, emotional resilience, and the ability to apply social and emotional strategies in authentic foreign language communicative situations<sup>44</sup>.

Empirical data on the impact of EA on foreign-language performance are, however, inconsistent. Participation in EA (debates, drama clubs, interest societies, volunteer initiatives) contributes to soft skills and reduces stress, thereby supporting motivation and psychological well-being. An observational study of an English club at the tertiary level recorded that its members consistently exceeded the average speaking scores of their classes throughout two academic semesters, the authors attributing this to three factors that support second-language acquisition within EA: motivation, the formal organization of the learning process, and the language environment<sup>45</sup>. At the same time, no direct, statistically significant link has been detected between such activity and academic achievement in English, a finding attributed to the influence of individual factors<sup>46</sup>.

E. M. Radha and W. I. Ali revealed a significant disproportion between receptive forms of EA (videos, reading, mobile applications) and productive, socially interactive ones (debates and conferences in English, communication with native speakers), the latter proving least sought-after among the 22 activity types studied<sup>47</sup>.

These data correlate with an exploratory study of university students: only about a third were involved in EA at all, while the overwhelming majority of those involved reported a positive effect on their English – particularly pronunciation and vocabulary – and described such activities as a low-stress environment for authentic interaction<sup>48</sup>.

Thus, effectively designed EA function not only as a means of enhancing senior high school students' English communicative competence but also as a pedagogical tool for cultivating a socially and emotionally supportive environment – particularly important amid increasing academic demands

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<sup>44</sup> Nikolaieva S. Yu., Shevelko K. O., Fabrychna Y. H. ICT-supported extra-curricular activities for university students majoring in translation studies. *Information Technologies and Learning Tools*. 2020. Vol. 77, № 3. P. 175–184.

<sup>45</sup> Kardiansyah M. Y., Qodriani L. U. English extracurricular and its role to improve students' English speaking ability. *Retorika: Jurnal Ilmu Bahasa*. 2018. Vol. 4, № 1. P. 60–69.

<sup>46</sup> Shuchi B., Ferdous J., Hasan F. The impact of extracurricular activities on learner's achievement in EFL: a study at Daffodil International University. *Open Journal of Educational Research*. 2024. Vol. 4, № 6. P. 310–322.

<sup>47</sup> Radha E. M., Ali W. I. Perspectives of Kurdish EFL university students' towards the importance and participation in English language extracurricular activities. *Journal of Language Studies*. 2024. Vol. 8, № 10. P. 150–166.

<sup>48</sup> Salah M., Houichi N. The impact of English extracurricular activities on pre-service teachers at the Higher Institute of Social Sciences and Education of Gafsa. *Studies in Applied Linguistics & TESOL*. 2023. Vol. 23, № 2. P. 11–17.

and preparation for future educational and professional trajectories. On the other hand, SEL-related EA do not automatically lead to improved learning outcomes in ELT; rather, they require the deliberate integration of social and emotional components into their methodological design.

### **3. Incorporating Social and Emotional Learning into Extracurricular Activity in English at Profile Schools: Principles, Challenges, and Tools**

#### ***3.1. Principles of implementing social and emotional learning in English extracurricular activities***

Drawing on the theoretical underpinnings of SEL and the nature of EA in profile school education, the following principles can be identified.

1. Prioritizing social and emotional competence as a component of student success. Social and emotional development is viewed not as an auxiliary element of schooling but as a fundamental component shaping academic outcomes and long-term professional trajectories. In EA it is realized by systematically embedding tasks that foster the five core SEL competencies in every format – clubs, competitions, and project work<sup>49</sup>.

2. Differentiation and recognition of individual learning styles. Uniform formats give way to differentiated approaches that acknowledge learners' stated preferences, for instance along the VARK dimensions (visual, auditory, read/write, kinesthetic). The empirical evidence for matching instruction to learning styles is contested, so such preferences are treated here not as a prescription but as one way of varying tasks in complexity and mode of engagement – alternative poetic texts for a pronunciation competition, several participation formats in a play – so learners use their preferred styles and recognize their strengths<sup>50, 51</sup>.

3. Fostering self-awareness through the organization of the learning environment. Teachers should take into account students' preferences as to the mode of participation (individual or collaborative), the pace of learning, the level of stimulation, the spatial organization of activities, and the preferred

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<sup>49</sup> Pentón Herrera L. J., Martínez-Alba G., Paradowski M. B. Introducing teaching for a better world: cultivating social-emotional learning in English language pedagogy. *Teaching for a Better World: Cultivating Social-Emotional Learning in English Language Pedagogy* / eds. L. J. Pentón Herrera, G. Martínez-Alba, M. B. Paradowski. Ann Arbor : University of Michigan Press, 2026. P. 1–14.

<sup>50</sup> Radha E. M., Ali W. I. Perspectives of Kurdish EFL university students' towards the importance and participation in English language extracurricular activities. *Journal of Language Studies*. 2024. Vol. 8, № 10. P. 150–166.

<sup>51</sup> Sun H., Cheng Q., Green C. Extra-curricular activities and children's bilingual language learning in Singapore. *Education Sciences*. 2026. Vol. 16, № 4. Art. 643.

role (leading or supporting); this promotes the ability to recognize and regulate one's own emotional states and strengthens self-confidence<sup>52, 53</sup>.

4. Fostering social awareness and emotional intelligence through foreign-language content. EA cultivate the capacity to read social signals, empathize with others' experiences, and foresee interpersonal conflicts – through scenario-based activities, analysis of literary characters' emotional states, and discussions of authentic life situations<sup>54</sup>.

5. Reflection in the learning process. Sustainable development of social and emotional skills depends on regular reflective components – learner surveys, self-evaluation, collaborative reflection – which promote a growth mindset and strengthen empathy.

6. Collaboration and the formation of a supportive learning community. Project work, pair and group assignments, and joint preparation of events foster relationship skills, tolerance, and the capacity for cooperation – especially in diverse groups, where deliberate pedagogical support is needed<sup>55, 56</sup>.

7. Employing digital technologies to enhance social interaction. Telecollaborative projects, videoconferencing, and virtual exchanges with peers from other schools and countries build a sense of belonging to the global community, strengthen digital communication competence, and create authentic opportunities for foreign-language use<sup>57</sup>.

8. Individualization of extracurricular English teaching and learning. The integration of SEL presupposes differentiated (surplus) tasks suited to the activity and the cohort. Engagement grows with meaningful choice of form and content, participation in organizational decisions, and recognition of learners' strengths: students feel safer when participation is voluntary and their initiatives are valued<sup>58</sup>.

<sup>52</sup> Швець Т. Старший шкільний вік як сенситивний період для розвитку соціально-особистісної компетентності. *Наукові праці Міжрегіональної академії управління персоналом. Педагогічні науки*. 2023. № 1(54). С. 43–50.

<sup>53</sup> Murodova M. The role of outdoor extracurricular activities in advancing language learning. *American Journal of Education and Learning*. 2026. Vol. 4, № 1. P. 371–375.

<sup>54</sup> Salah M., Houichi N. The impact of English extracurricular activities on pre-service teachers at the Higher Institute of Social Sciences and Education of Gafsa. *Studies in Applied Linguistics & TESOL*. 2023. Vol. 23, № 2. P. 11–17.

<sup>55</sup> Radha E. M., Ali W. I. Perspectives of Kurdish EFL university students' towards the importance and participation in English language extracurricular activities. *Journal of Language Studies*. 2024. Vol. 8, № 10. P. 150–166.

<sup>56</sup> Albayrak H., Şener T. The relationship between participation in extracurricular activities and motivation of foreign language learning. *International Journal of Psychology and Educational Studies*. 2021. Vol. 8, № 2. P. 122–132.

<sup>57</sup> Nguyen Thi Thuy Dung. Implementing extracurricular activities in English teaching enhance to communication skills for students at Tan Trao University. *European Journal of Contemporary Education and E-Learning*. 2024. Vol. 2, № 3. P. 196–207.

<sup>58</sup> Gochitashvili K. Creating a safe and stress-free environment when using extracurricular activities in second language teaching. *International Journal of Multilingual Education*. 2023. № 22. P. 132–146.

9. Adaptability to the educational environment. Given the prevalence of blended learning, the approach should remain adaptable enough to ensure pedagogical continuity irrespective of the modality: EA should retain their value face to face, online, and in hybrid formats.

### ***3.2. Challenges of fostering social and emotional learning skills of senior high school students in the context of English extracurricular activities***

The research literature and educational practice reveal a number of challenges accompanying SEL-oriented EA at the senior stage.

Organizational and methodological challenges include: defining themes, objectives, and outcomes that reflect SEL principles; a lack of authentic situations in which learners assume different roles while addressing social and emotional problems in English; too few collaborative problem-solving tasks; limited linguistic scaffolding (lexis, functional expressions, glossaries); insufficient variety of formats and interaction patterns; assessment that captures neither the process nor the social and emotional outcomes; difficulty in creating environments conducive to dialogue and psychologically safe communication; and poorly organized feedback.

Psychological challenges include: unwillingness to engage or to take responsibility for collaborative learning; underdeveloped critical thinking; limited readiness for authentic rather than superficial communication; inadequate empathy, tolerance, and supportive strategies for managing tension; a lack of group collaboration and of a supportive climate; fear of public performance; difficulty in maintaining focus under the conditions of martial law; insufficient motivation; and limited reflective ability.

Communicative and language-production challenges fall into two groups. The general communicative ones concern integrating intercultural communication into extracurricular interaction, enacting contextually appropriate verbal and non-verbal behavior, managing interaction in the target language, and anticipating the impact of utterances. The language-production ones comprise grammatical difficulties (morphological and syntactic norms, word order, articles, tense-aspect forms), lexical ones (limited productive vocabulary, first-language transfer, few synonyms, idioms, collocations), discourse ones (inability to produce coherent, logically structured, stylistically appropriate discourse), and sociocultural ones (paralinguistic resources, sociopragmatic conventions, cultural realities).

*Organizational and technological challenges* include: 1) ensuring continuous access to reliable Internet connectivity and contemporary software; 2) inadequate digital literacy; 3) technological limitations (low-bandwidth

connections, insufficient access to devices) that constrain the use of multimedia resources, collaborative online environments, and interactive platforms; 4) insufficient media literacy, which reduces learners' capacity to contribute to the planning and delivery of digitally supported activities.

### ***3.3. A methodological classification of social and emotional learning technologies and tools in the context of English extracurricular activities of senior high school students***

The integration of SEL into English extracurricular activities is achieved through appropriate SEL tools. To systematize their use, we propose a working classification in which the tools are divided into didactic-methodological and didactic-psychological ones<sup>59</sup>. Within the first group three functional subtypes may be distinguished – content-based, interaction-based, and production- and reflection-oriented tools (see Table 2). Both groups can be implemented face to face, online, and in blended learning environments.

Table 2

**Tools of incorporating sel into english extracurricular activities of senior high school students**

| <b>Group of tools</b>                                     | <b>Tools</b>                                                                                                                                                                                                                                                                                                                          | <b>Core SEL competencies developed</b>                                                                         |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Didactic-methodological: content-based</b>             | <b><i>Content-based tools</i></b><br>audio and video materials (songs, poetry, interviews, news, podcasts); the Film Club technology; authentic and semi-authentic literary texts; storytelling, traditional and digital                                                                                                              | self-awareness; social awareness – recognizing emotions in oneself and others, taking another's perspective    |
| <b>Didactic-methodological: interaction-based</b>         | <b><i>Interaction-based tools</i></b><br>role-playing and drama; digital gamified platforms (Kahoot!, Wordwall, LearningApps, Quizlet); project-based activities; thematic case studies and WebQuests; problem-based situations                                                                                                       | relationship skills; responsible decision-making – cooperation, negotiation, conflict resolution               |
| <b>Didactic-methodological: production and reflection</b> | <b><i>Production- and reflection-oriented tools</i></b><br>emotion-focused discussions; expansion of emotion-related vocabulary; ICT-mediated interactive activities (blogs, Padlet, Miro); creative writing; reflective activities; critical thinking tasks; alternative assessment (portfolios); involvement of parents and experts | self-management; self-awareness; responsible decision-making – expressing emotions in English, self-evaluation |

<sup>59</sup> Подосиннікова Г. І., Нецмеха Г. Методичний потенціал соціально-емоційного навчання в організації позакласної роботи з англійської мови школярів 5–6 класів. *Педагогічні науки: теорія, історія, інноваційні технології*. 2024. № 5 (139). С. 27–42.

| Group of tools                | Tools                                                                                                                                                                                                                                             | Core SEL competencies developed                                                                            |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Didactic-psychological</b> | exercises for the types of individualization after S. Yu. Nikolaieva; activities building a cooperative environment (Classroom Regulations); activities maintaining the emotional climate (My Wishes, Give Me a Compliment); relaxation exercises | self-management; relationship skills – emotional self-regulation, psychological safety, sense of belonging |

### 3.3.1. Didactic-methodological tools of social and emotional learning

The didactic-methodological tools encompass the exercises, materials, techniques, and modes of activity that foster SEL skills in English extracurricular activities with senior high school students:

- audio and video materials, which facilitate students' emotional engagement: authentic English-language songs, poetry, interviews, and news items, followed by an analysis of their content and a discussion of one's own emotions in English. Effective resources include YouTube and podcast platforms such as LearnEnglish Podcasts, Science Friday, This American Life, Breaking News English, and TedEd (*Watch the video and put the steps of the process in the right order; Listen and mark the sentences as true or false*);

Watch Lisa Bu's TED talk "How books can open your mind" (TED2013, ted.com). Answer the two questions, then complete the sentences. More than one word may fit – explain why.

- 1) Which word(s) describe how Lisa Bu felt when she realised she was too old to train as a Chinese opera singer?
- 2) Which word(s) describe how she felt once she began looking for a new dream in books?

Words: disappointed, powerless, hopeful, curious, comforted, empowered

Complete the sentences:

When her dream ended, she felt ... because ... After she turned to books, she felt ... because ...



- the interactive technology *Film Club*, developed by H. I. Podosynnikova<sup>60, 61</sup>, which serves as an effective vehicle for integrating SEL into extracurricular work by means of authentic English-language films;

<sup>60</sup> Подосиннікова Г. І., Кривошия К. С. Технологія інтерактивного навчання «кіноклуб» у підготовці майбутніх учителів англійської мови. *Іноземні мови*. 2022. № 2. С. 32–46.

<sup>61</sup> Podosynnikova H. I. Interactive Film Club Method and Digital Storytelling // Цифрові технології навчання англійської мови як іноземної/другої мови : колективна монографія / Н. Антоненко, Т. Коноваленко, Т. Король та ін. ; за заг. ред. І. Школи, Б. Салюк. Житомир : Євро-Волинь, 2024. С. 75–115.

- authentic and semi-authentic literary texts, which ensure the formation of students' emotional-content response and promote the development of empathy and of a values-based attitude towards the material read<sup>62</sup>;
- storytelling (both traditional and digital), which develops the ability to become aware of one's own emotions, to comprehend the feelings of others, and to cultivate social awareness through the analysis of various viewpoints and life circumstances<sup>63, 64, 65</sup>;

Think of a real memory with a friend. Draw or describe each panel, then write one sentence under each from your friend's point of view, using "I felt...". Read them aloud to a partner.



- role-playing and drama-based activities, which foster collaboration, mutual support, empathy, and conflict resolution while enhancing communicative competence<sup>66, 67</sup>;

Choose roles: **candidate, interviewer, observer.**

Candidate picks a job: graphic designer, tour guide, IT support, or café manager.

Interviewer asks: "Tell me about yourself", "Why do you want this job?", "Describe a time you worked in a team.", "I see a gap in your experience. Why should I trust you with this role?"

Candidate answers naturally and stays calm on the last question.

Observer notes one strong moment from the candidate and one way the interviewer could have been kinder.

Switch roles until everyone has been the candidate. Then discuss as a group:

How did it feel to be questioned like that?

What's a respectful way to challenge someone?



<sup>62</sup> Коробова Ю. В., Подосиннікова Г. І. Читання та аналіз коротких оповідань: фокус на соціально-емоційному навчанні : посіб. з аналіт. та критич. читання для майбутніх учителів англ. мови. Суми : ФОП Цьома С. П., 2024.

<sup>63</sup> Podosynnikova H. I. Interactive Film Club Method and Digital Storytelling // Цифрові технології навчання англійської мови як іноземної/другої мови : колективна монографія / Н. Антоненко, Т. Коноваленко, Т. Король та ін. ; за заг. ред. І. Школи, Б. Салюк. Житомир : Євро-Волинь, 2024. С. 75–115.

<sup>64</sup> Yaburova H. Teaching speaking to primary pupils at lessons of English through building social and emotional learning (SEL) skills. *Професіоналізм педагога: теоретичні й методичні аспекти*. 2023. № 19. Р. 133–142.

<sup>65</sup> Shkola I., Saliuk B. Digital Storytelling for Engaged EFL Learning // Цифрові технології навчання англійської мови як іноземної/другої мови : колективна монографія / за заг. ред. І. Школи, Б. Салюк. Житомир : Євро-Волинь, 2024. С. 22–42.

<sup>66</sup> Подосиннікова Г. І., Бохоня Т. М. Використання ситуацій із кіноперсонажами у формуванні лексичної компетентності майбутніх учителів англійської мови. *Педагогічні науки: теорія, історія, інноваційні технології*. 2019. № 4 (88). С. 72–92.

<sup>67</sup> Salah M., Houichi N. The impact of English extracurricular activities on pre-service teachers at the Higher Institute of Social Sciences and Education of Gafsa. *Studies in Applied Linguistics & TESOL*. 2023. Vol. 23, № 2. P. 11–17.

- digital gamified learning platforms (Kahoot!, Wordwall, LearningApps, Quizlet), which constitute an important means of implementing gamification and interactive approaches within blended learning<sup>68, 69, 70</sup>;
- project-based activities in pairs, small groups, or whole-class settings, which develop collaboration, communication, and socialization and can be supported by digital tools (Andy English Chat, Character AI, ChatGPT). An illustrative task: Choose one of the following characters (Elon Musk, Harry Potter, Napoleon Bonaparte, Albert Einstein, William Shakespeare, Stephen Hawking), construct a sentence using an if-clause, formulate five questions you would like to ask the selected character, and engage in a dialogue with the chatbot<sup>71</sup>;

In groups, think of stereotypes about people in your country.

*Step 1: Before writing, discuss: how would it feel to be judged by one of these stereotypes? Choose one and briefly describe the situation from that person's point of view.*

*Step 2: Write a short article for an international student magazine, explaining where the stereotype comes from and why it may be unfair or only partly true. Illustrate it with pictures.*

*Step 3: Before presenting, discuss in your group: what was the most challenging part of this task? What did you learn about tolerance and empathy while working on it?*



- alternative assessment approaches, especially learner portfolios, which allow the systematic monitoring of academic performance alongside the development of social and emotional competencies;
- emotion-focused discussions and the expansion of emotion-related and socially related vocabulary, which enrich the lexical repertoire, develop the capacity to express personal emotions in English, and prompt learners to produce original utterances and narratives activating the new lexis in context<sup>72</sup>;
- thematic case studies, WebQuests, and critical thinking tasks based on video materials and digital tools, which foster collaborative problem-solving,

<sup>68</sup> Подосиннікова Г. І., Глазунова Т. Формування англомовної лексичної компетентності з використанням ігрової навчальної платформи «Kahoot!» у учнів 3–4 класів закладів загальної середньої освіти. *Іноземні мови*. 2024. № 3. С. 31–41.

<sup>69</sup> Подосиннікова Г. І., Кривошия К. С. Технологія інтерактивного навчання «кіноклуб» у підготовці майбутніх учителів англійської мови. *Іноземні мови*. 2022. № 2. С. 32–46.

<sup>70</sup> Podossynnikova H. I. Interactive Film Club Method and Digital Storytelling // Цифрові технології навчання англійської мови як іноземної/другої мови : колективна монографія / Н. Антоненко, Т. Коноваленко, Т. Король та ін. ; за заг. ред. І. Школи, Б. Салюк. Житомир : Євро-Волинь, 2024. С. 75–115.

<sup>71</sup> Ябурова Г. Адаптація програми соціально-емоційного та етичного навчання до викладання англійської мови в початковій школі. *Слобожанський науковий вісник. Серія: Філологія*. 2023. № 3. С. 162–165.

<sup>72</sup> Ябурова Г. Адаптація програми соціально-емоційного та етичного навчання до викладання англійської мови в початковій школі. *Слобожанський науковий вісник. Серія: Філологія*. 2023. № 3. С. 162–165.

the analysis of how emotions affect behavior, and the evaluation of diverse perspectives;

- problem-based situations requiring learners to find solutions independently – for instance, empathic analogy, in which they assume the perspective of an object or character, experience its challenges, and jointly seek solutions;

Choose one object to become: a school bag, library book, locker, or PE kit. In role, using "I", write 3–4 sentences answering:

What's your daily life like at school? What problem do you face, and how does it feel? What would make things easier for you?

Example: "I am a school bag. Every Friday my owner forgets me under the desk. I feel invisible until Monday."

Then switch to problem-solver mode. Discuss as a group:

What's really causing this? Propose one realistic solution. Who needs to be involved (students, teachers, parents)?

Prepare a 2–3 sentence pitch as if presenting to the principal.

Share your object's "complaint" and your solution with another group – and listen to theirs.



- creative writing and other ICT-mediated activities using blogs, social media, email, and collaborative environments (Padlet, Miro): learners write, for instance, a kindness letter or an email to a classmate on topics such as Help and Support, Ask for Help, Trust and Respect, Share and Care, Be Polite, and Listen to Each Other, which fosters empathy and respectful communication<sup>73</sup>;

Use the plan to write about a time someone helped you, or you helped someone. Write it as an email to a classmate:

*Introduction – Set the scene: where, who, what situation.*

*Main body – Events in order, building to the climax.*

*Conclusion – End with feelings: how did it feel to give or receive help?*

*Rewrite your conclusion as a short message to the person in your story, starting with "I don't think I ever told you this, but..."*

*Portfolio note: One emotion word describing how writing this felt, and one thing you'd do differently next time.*



- reflective activities involving systematic evaluation of one's accomplishments, difficulties, and emotional experiences after project or creative tasks, which fosters self-awareness and self-regulated learning;

- the involvement of other stakeholders: parents through home-based materials, consultations, and joint discussion of learners' social and emotional

<sup>73</sup> Подосиннікова Г. І., Строганов І. О. Формування компетентності старшокласників у англомовному писемному мовленні з використанням блогів на засадах інтерактивного навчання. *Іноземні мови*. 2023. № 1. С. 3–18.

development; experts through workshops, training sessions, and interactive English-language programs<sup>74</sup>.

### 3.3.2. Didactic-psychological tools of social and emotional learning

The didactic-psychological tools of incorporating SEL into EA of senior high school students include:

- the systematic use of exercises for the different types of individualization in foreign-language learning (regulatory, developmental, motivational, formative), taking account of learners' psychological characteristics after S. Yu. Nikolaieva<sup>75</sup>;
- activities establishing an environment grounded in cooperation, peer support, respect, and tolerance – for example, the joint formulation of classroom interaction guidelines (Classroom Regulations)<sup>76</sup>: “Don't speak all at once”, “Don't answer all together. One at a time”, “Listen carefully”, “Behave yourselves, please”, “Do pay attention”, “Be quiet, please”, “Get on with your work”;

interactive activities that maintain a positive emotional climate: *My Wishes* – practicing supportive expressions such as *I wish you every success, The best of luck, Break a leg!, Be healthy, wealthy and wise, Let's hope your wishes come true*<sup>77</sup>; and *Give Me a Compliment* – using affirming statements such as *You are so clever!, I admire your ability to lead a team with confidence, Your achievements are truly remarkable, You have a fine sense of humor*;

relaxation exercises that reduce anxiety and tension and develop self-regulation: breathing exercises, symbolic transformation of negative emotions into positive ones, and similar strategies.

## CONCLUSIONS

EA are an inseparable component of the instructional and educational process, and the analysis confirms that SEL has substantial methodological potential for organizing them at profile schools. For senior high school students facing significant educational and career decisions, EA grounded in SEL are a mechanism through which learner autonomy is not only fostered

<sup>74</sup> Ябурова Г. Адаптація програми соціально-емоційного та етичного навчання до викладання англійської мови в початковій школі. *Слобожанський науковий вісник. Серія: Філологія*. 2023. № 3. С. 162–165.

<sup>75</sup> Николаева С. Ю. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних ун-тів / О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька та ін. ; за заг. ред. С. Ю. Николаєвої. Київ : Ленвіт, 2013.

<sup>76</sup> Бойченко Н. В., Бойченко Л. Л. Соціально-емоційне навчання: теоретичні підходи та практична реалізація в освітніх закладах. *Педагогіка вищої та середньої школи*. 2019. № 55. С. 7–14.

<sup>77</sup> Марковська М. Що таке програма соціально-емоційного та етичного навчання і як вона працює. *Нова українська школа*. 2020.

but progressively internalized as a stable personal disposition. Their design should integrate not only communicatively oriented tasks but also systematic opportunities for building a safe, collaborative environment that develops students' social and emotional competencies.

Nine principles of implementing SEL in such activities have been formulated, and the accompanying challenges classified into organizational-methodological, psychological, communicative and language-production, and organizational-technological groups; awareness of them lets the teacher anticipate difficulties at the design stage. A working classification of SEL tools has been proposed, dividing them into didactic-methodological and didactic-psychological ones, each characterized and illustrated with sample tasks for face-to-face, online, and blended formats.

Further research is seen in elaborating a holistic methodology for organizing such activities on the basis of SEL, a corresponding subsystem of exercises and tasks, criteria for assessing their social and emotional outcomes, and experimental verification of the proposed methodology.

## **SUMMARY**

The chapter examines the methodological potential of SEL in organizing English extracurricular activities for senior high school students of profile schools. The place of SEL in the contemporary educational paradigm is considered, and the normative documents regulating secondary education and English language teaching in Ukraine are analyzed. Drawing on current research, the authors define SEL and emotional-ethical competence, characterize its components, and consider structural models of emotional (social) intelligence. The notion of extracurricular activity is clarified terminologically, and the aim, content, and forms of such activities at the senior stage are outlined. The empirical evidence on their influence on foreign-language attainment is shown to be inconsistent, which necessitates the deliberate integration of social and emotional components into them. Nine principles of implementing SEL in such activities are formulated, and the organizational-methodological, psychological, communicative, and technological challenges are classified. A working classification of SEL tools is proposed, distinguishing didactic-methodological and didactic-psychological ones, illustrated with sample tasks for face-to-face, online, and blended formats. The prospects for further research are seen in elaborating a holistic methodology of such work, a corresponding subsystem of exercises and tasks, and criteria for assessing its social and emotional outcomes.

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