

Implementing Social Emotional Learning Programs in English Education Department

Nurjaxon Anavrjonov

Student at English Education Department

Kimyo International University in Tashkent

nurjahonanvarjonova@gmail.com

+998939305155

Abstract

The aim of the article was to observe the implementation of Social Emotional Learning Programs in the English Education Department. The article includes some of the problems of the Social Emotional Learning Programs in the first year students of English education class. Article reveals that some students have lower levels than others. Observation objects are first year students of KIUT. The result of the observation has shown that students are supportive toward their peers and exhibit a sense of responsibility for their actions. Nevertheless, there was a case when a majority of students were unconfident.

Key words: *social emotional learning program, level, sense of responsibility*

Абстракт

Целью статьи было наблюдение за внедрением программ социально-эмоционального обучения на факультете английского языка. В статье рассматриваются некоторые проблемы программ социально-эмоционального обучения у студентов первого курса английского языка. В статье показано, что у некоторых студентов уровень обучения ниже, чем у других. Объектами наблюдения являются студенты первого курса КИУТ. Результаты наблюдения показали, что студенты благосклонно относятся к своим сверстникам и проявляют чувство ответственности за свои действия. Тем не менее, был случай, когда большинство студентов были не уверены.

Ключевые слова: программа социально-эмоционального обучения, уровень, чувство ответственности

Abstrakt

Maqolaning maqsadi ingliz Tili ta'lim bo'limida ijtimoiy hissiy ta'lim dasturlarining bajarilishini kuzatish edi. Maqolada ingliz tili ta'limi sinfining birinchi kurs talabalarida ijtimoiy hissiy ta'lim dasturlarining ba'zi muammolari keltirilgan. Maqola shuni ko'rsatadiki, ba'zi talabalar boshqalarga qaraganda pastroq darajaga ega. Kuzatish ob'ektlari KIUTNING birinchi kurs talabalari. Kuzatish natijasi shuni ko'rsatdiki, talabalar o'z tengdoshlarini qo'llab-quvvatlaydilar va o'z harakatlari uchun mas'uliyat hissini namoyon qiladilar. Shunga qaramay, talabalarning aksariyati ishonchsiz bo'lgan holatlar mavjud edi.

Kalit so'zlar: *ijtimoiy hissiy ta'lim dasturi, darajasi, mas'uliyat hissi*

Introduction

The observation was in an English education group of first-year students where the subject was “English Listening and Speaking”. As it was observed, there were eighteen students in the classroom. Group was consisted of sixteen female and two male students. The average age of students was between eighteen and twenty-five. The aim of the observation of this class was to analyze the benefits of implementing social emotional learning programs in the English education department.

Methodology

The observation was chosen to collect the data for the article. The interviews and surveys were not chosen as methods for case study including some factors such as interruption of the lesson. There was no opportunity to take interviews as it can be time-consuming to interview and ask their ideas from eighteen students. The survey could not be appropriate for the case due to the fact that it also needs time as an interview.

The observation of the classroom was preferred to get data for the article considering that observers can sit in the classroom without disturbing and

interrupting the whole class and to take their notes. Furthermore, there is no need to ask questions or ideas either from students or teachers.

Findings

It is necessary to mention that, some students in the classroom were distracted with their phones as some of them did not have paper books which led to going to social media such as telegram and chatting during the lesson. However, there were students who were active throughout the lesson but they did not take others into account. There was a case when students were afraid of speaking because of some active and noisy students.

On the other hand, the teacher was aware of other students who were not active and distracted so she decided to give them a chance to answer. Students who could not understand the topic used their mobile phones to translate the words, which means they tried to participate in the lesson.

According to Mcleod (2012), the survey which was taken from high school students in grades 9-12 are asked to complete surveys based on 5 critical questions. The survey showed that students' sense of responsibility and accountability for their actions in the classroom do not always match student behavior or performance. As Mcleod (2013) says it was the evidence that there is a need for schools or at studying places to set clear and defined standards and goals for accountability in the classroom in order for students to become successful in an academic field in the future. Notwithstanding, during the observation of first year students, there is indeed a need for special procedures for those students who have shown poor performance and understanding in order for students to become academically successful.

According to Nurhamida (2016), peers are needed to accept their friends who have special needs and give support. She claims that in one of the studies there was a problem where students reject their friends with special needs and mock them, feeling bothered when class is going a little slowly because there is a problem with their special needs friend. Which means peers cannot accept and support their friends who have special needs. Nurhamida (2016) prefers fostering their empathy and understanding of their peers and supporting other students with special needs.

However, during observation in English education class there were no cases such as rejecting or ignoring their peers. Yet, there were cases when a few of them were able to answer the questions, although they did not reject their peers and helped to understand the topic.

According to Košir et al. (2007), the survey which was taken from different periods of schooling was aimed to investigate the relationships with their teachers and classmates. The survey showed that relation between peers based on academic performance of students, which was not good while the relation to teachers are related to students' academic outcomes in all periods of schooling. The result also suggests that well-being in school and academic engagement does not explain the relation between social relations and academic achievement. The observation which was explored, the relationship between students does not depend on their academic performance, as observation shows that students were sitting with those who had the understanding and worldview.

In the observation which was explored in the English Education classroom, not all students were brave enough to answer; however, the teacher's attitude toward students was very polite. Even if some of the students were distracted with their chats on social media she sometimes made noticing on those students. Nevertheless, despite some students' irresponsibilities teacher could manage the class perfectly and worked with other students, although those students respected her and sat quietly even if they did not participate during the lesson. Yet, they ought to study and participate during the lesson instead of chatting on social media.

Conclusion

In conclusion, as observation suggests not all students were engaged in the lesson; however, some students tried to help their friends in order to answer at least one question. There was no rejection between students as students have chosen their pairs depending on their interests. The attitude toward the teacher was normal, although some students dared to chat on social media. It is hard to say that they all were self-confident because of the behavior of some energetic students who did not give others a chance to answer. It was noticeable that the teacher was ready for the

lesson and tried to engage all students except those who did not have access to the e-book of the subject.

References

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