



WORLD BULLETIN
PUBLISHING
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 01, Issue 03, December 2025



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

ANALYSIS OF THE EFFECTIVENESS OF LESSONS ORGANIZED ON THE BASIS OF SOCIO-EMOTIONAL EDUCATION BASED ON THE RESULTS OF THE EXPERIMENT

Omonillayeva Makhfuza Ilyosjon kizi

Basic Doctoral Student of the Pedagogical
Faculty of Samarkand State Pedagogical Institute

Abstract

In this article, the effectiveness of lessons organized on the basis of socio-emotional education (SEL) is analyzed based on the results of experimental work. The study was conducted with students of the primary education program, in which the influence of SEL elements on the socio-emotional skills of students, their activity in the lesson process, and motivation for learning was studied. Observation, interviews, questionnaires, and diagnostic tasks were used in the experimental process. The obtained results confirmed that lessons based on SEL approaches have a positive impact on the development of empathy, self-awareness, teamwork, and responsible decision-making skills in students. The article provides scientific and practical conclusions on the introduction of SEL technologies into the practice of higher education.

Keywords: Socio-emotional education, SEL, primary education, pedagogical experience, educational effectiveness, socio-emotional skills, reflection, empathy, student activity.

Introduction

In the modern education system, along with the process of mastering students' academic knowledge, the formation of their personal, social, and emotional competencies is considered one of the priority pedagogical tasks. Because the



effectiveness of the educational process is determined not only by the level of assimilation of knowledge, skills, and abilities, but also by the emotional stability of students, social activity, independent thinking, and the ability to properly establish relationships in the team. Problems observed in educational practice, in particular, a decrease in students' motivation for learning, insufficient formation of communication culture, and an increase in cases of emotional tension, further increase the need for the introduction of socio-emotional approaches. From this point of view, socio-emotional learning (SEL) is recognized in modern pedagogical science as a structurally and functionally important component of the educational process. The SEL approach is aimed at the systematic formation of such important competencies in students as understanding and managing their emotions, consciously controlling their behavior, understanding the emotional state of others and empathizing with them, establishing effective communication and social cooperation, as well as making responsible and conscious decisions in various pedagogical and life situations. According to the results of scientific research, the educational process, in which elements of SEL are integrated, increases students' interest in learning activities, enhances their activity in the learning process, and increases the level of social adaptation. In particular, the use of SEL approaches in the lessons of primary education students plays an important role in the successful adaptation of students to subsequent stages of education, the formation of positive behavioral norms, and ensuring a stable emotional state. Therefore, the systematic organization of lessons based on SEL, their harmonization with the content and methodology of education, and the scientific assessment of their effectiveness are considered as an urgent scientific and pedagogical problem.

Today, approaches to socio-emotional education (SEL) are effectively implemented in the educational systems of many developed countries of the world, and their significant impact on increasing students' motivation for learning activities, forming positive behavioral norms, and improving academic achievement has been scientifically substantiated through numerous empirical and theoretical studies. In particular, in international studies, a positive attitude towards learning, the development of self-management skills, an increase in the



**WORLD BULLETIN
PUBLISHING**
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X



Volume 01, Issue 03, December 2025



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

level of social adaptation, and the achievement of stable results in educational activities were observed in students who studied on the basis of SEL programs. Large-scale reforms carried out in recent years in the education system of the Republic of Uzbekistan are aimed at improving the content of education based on humanistic, personality-oriented, and competency-based approaches, and ensuring the comprehensive development of students in this process is defined as a priority task. These approaches, aimed at ensuring the maturity of the individual, social activity, and emotional stability in the educational process, make it even more relevant to implement the ideas of socio-emotional education in practice. Therefore, the integration of SEL elements into the educational process, their harmonization with the content and methodology of the lesson, and the study of their pedagogical effectiveness on a scientific basis are considered as one of the important scientific and practical tasks facing the education system of Uzbekistan. In the regulatory legal acts aimed at reforming the sphere of education in the Republic of Uzbekistan, special attention is paid to ensuring the personal, social, and emotional development of students. In particular, the Law of the Republic of Uzbekistan "On Education" defines one of the main tasks of education as ensuring the comprehensive intellectual, spiritual, moral, physical, and social development of the individual. This legal norm serves as a solid legal basis for the implementation of approaches aimed at the formation of socio-emotional competencies in the educational process, including the ideas of SEL. In these documents, the development of such life skills as independent thinking, communication, teamwork, self-management, and social activity in students is recognized as an important component of the content of education. These requirements are directly consistent with the main goals and objectives of socio-emotional education. In addition, in state programs for the development of the continuous education system, higher education standards, and curricula, the need to form competencies aimed at ensuring the personal development, social adaptation, and emotional stability of students is noted. This shows that the organization of lessons based on socio-emotional education, the study of their effectiveness on a scientific basis, and the introduction into educational practice

 WORLD BULLETIN PUBLISHING <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 01, Issue 03, December 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

is a relevant issue not only from a pedagogical, but also from a legal point of view.

The main goal of the study is to determine how classes with elements of SEL influence the socio-emotional development of students and their activity in the educational process. In the research process, experimental work was organized at the primary education stage. Two groups were formed in it - experimental and control groups. In the control group, classes were conducted in the traditional way, while in the experimental group, elements of SEL were integrated into children's literature lessons. In particular, in the course of the lesson, such methods as exercises for determining the emotional state, reflexive questions, role-playing games, group discussions, and analysis of the feelings of the characters through literary texts were used. In the experimental process, observation, interviews, questionnaires, and diagnostic tasks were used to determine the level of socio-emotional development of students. The criteria for assessment were the ability of students to express their feelings, empathy towards classmates, teamwork skills, classroom activity, and the level of self-esteem.

Organization of experimental work and analysis of results

The main goal of the study was to determine the influence of classes with the integration of elements of socio-emotional education (SEL) on the socio-emotional development of primary school students and their activity in the educational process. To achieve this goal, pedagogical experimental work was organized in the research process. Experimental work was carried out among students of the primary education program, in which an experimental group and a control group were formed. The composition of the groups was equalized in terms of the number of students, age characteristics, and the level of initial training.

Table 1 Organization of experimental work

Indicators	Control group	Control group
Number of students	25 students	25 students
Subjects taught	Children's Literature, Mother Tongue and Reading Literacy	Children's Literature, Mother Tongue and Reading Literacy
Lesson organization format	Traditional	SEL-integrated
Teaching methods used	Explanation, question-answer	Reflection, role play, discussion, emotional exercises
Assessment type	Academic assessment	Academic and social-emotional assessment

In the control group, classes were conducted based on the current curriculum using traditional methods. In the experimental group, SEL elements were systematically integrated into reading and native language lessons. In particular, the following types of activities were used in the lesson:

- short exercises aimed at determining the emotional state of students;
- analysis of the feelings of the characters based on literary texts;
- development of self-awareness through reflexive questions;
- modeling social situations through role-playing games;
- Group discussions and collaborative work exercises.

In the experimental process, observation, interviews, questionnaires, and diagnostic tasks were used to determine the level of socio-emotional development of students.



Table 2 Criteria for Assessing Social and Emotional Development

No	Assessment Criteria	Description
1	Emotional expression	The student's ability to express their own emotions verbally and non-verbally
2	Empathy	Understanding classmates' emotional states and showing compassion
3	Teamwork	Active participation in group activities
4	Classroom engagement	Answering questions and expressing opinions
5	Self-assessment	Critical reflection on one's own behavior

The results of the experiment showed that classes organized on the basis of ELS had a significant positive impact on the socio-emotional development of students.

Table 3 Comparative analysis of the results of the experimental and control groups

Indicators	Control Group (%)	Experimental Group (%)
Free expression of emotions	48	78
Level of empathy	52	82
Teamwork skills	55	85
Classroom engagement	50	88
Self-assessment skills	46	80

According to the results, it was established that students in the experimental group showed increased interest in the lesson, a desire to freely express their opinion, and an atmosphere of mutual respect and cooperation was formed. Also, lessons organized on the basis of SEL elements served to develop students' skills in a critical approach to their actions and responsible decision-making. Compared to the control group, a significantly higher level of development of socio-emotional skills was observed in the experimental group. This confirms that the systematic implementation of SEL approaches in primary education lessons is one of the

 WORLD BULLETIN PUBLISHING Online Publishing Hub	<h1>World Bulletin of Education and Learning (WBEL)</h1>
ISSN (E): 3072-175X	Volume 01, Issue 03, December 2025
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

effective factors in improving the quality of education. Especially at the initial stage of education, the application of SEL approaches ensures the successful social and psychological adaptation of students to subsequent stages of education. In conclusion, lessons organized on the basis of socio-emotional education, along with ensuring the personal and social development of students, increase the effectiveness of the educational process. The results of the experiment confirm the need for the widespread introduction of SEL approaches into the practice of primary education. Therefore, one of the important tasks is to equip teachers with SEL methods, to include tasks aimed at developing socio-emotional competencies in the curriculum, and to monitor this process on a scientific basis.

References

1. Republic of Uzbekistan. Law on Education. - Тошкент, 2020.
2. President of the Republic of Uzbekistan. Decree of the President of the Republic of Uzbekistan No. UP-60 "On the New Uzbekistan Development Strategy for 2022-2026." - Тошкент, 2022.
3. Cabinet of Ministers of the Republic of Uzbekistan. State programs for the development of the continuous education system. - Tashkent.
4. Goleman D. Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam Books.
5. Casel. What Is Social and Emotional Learning? Chicago: Collaborative for Academic, Social, and Emotional Learning, 2020.
6. Elias M.J., Zins J.E., Weissberg R.P. et al. Promoting Social and Emotional Learning: Guidelines for Educators. Alexandria: ASCD, 1997.
7. Payton J.W., Wardlaw D.M., Graczyk P.A. et al. Social and Emotional Learning: A Framework for Promoting Mental Health and Reducing Risk Behavior in Children and Youth // Journal of School Health. - 2000. - Vol. 70 (5). - P. 179-185.
8. Zins J.E., Bloodworth M.R., Weissberg R.P., Walberg H.J. The Scientific Base Linking Social and Emotional Learning to School Success // Journal of Educational and Psychological Consultation. - 2004. - No. 14 (3-4). - Pp. 191-210.



**WORLD BULLETIN
PUBLISHING**
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 01, Issue 03, December 2025



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

9. Rakhmanova M.K. Fundamentals of a competency-based approach in primary education. - Tashkent: Science and Technology, 2021.
10. O'rinboyev Z. Pedagogical Innovations and Educational Effectiveness. - Samarkand: SamSU Publishing House, 2020.
11. Karimova S.Kh. Personality-Oriented Approach in Primary Education. - Tashkent: Teacher, 2019.
12. Abduqodirov A., Begimqulov U. Modern Pedagogical Technologies. - Тошкент, 2018.