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SOCIAL – EMOTIONAL LEARNING IN HIGHER EDUCATION: A CRUCIAL APPROACH IN TEACHING ENGLISH

In the dynamic landscape of higher education, educators are increasingly recognizing the importance of not only imparting academic knowledge but also nurturing the social and emotional well-being of students. This paradigm shift has led to the integration of Social-Emotional Learning (SEL) principles into various academic disciplines, including the teaching of English. In our opinion in higher educational establishments, the cultivation of social and emotional skills is not only beneficial for students' personal growth but also enhances their overall academic performance and future professional success.

Social-Emotional Learning involves the development of skills such as self-awareness, self-regulation, interpersonal communication, empathy, and responsible decision-making. In the context of higher education, incorporating SEL principles into English language teaching creates a holistic learning environment that acknowledges and addresses students' emotional and social needs.

Traditional education often focuses primarily on cognitive skills, neglecting the equally important aspects of emotional intelligence and interpersonal skills. SEL, addresses to the whole person, recognizing that academic success is intertwined with emotional well-being.

Integrating (SEL) took place in Prydniprovsk State Academy of Civil Engineering and Architecture during English classes where the effective communication was provided by senior teacher S. Levytska and two groups of students, the topic of the practical lesson was “Fortune Tellers”. These English language classes provided a unique platform for developing effective communication skills. Incorporating collaborative activities, the teacher created group discussions so that not only enhanced language proficiency but also cultivated interpersonal skills and the ability to express oneself with empathy and clarity. At the lessons students were offered to use a lot of techniques one of them was Using Creative Writing for Emotional Expression. It can be inferred that Creative writing assignments offered students an outlet for self-expression. Integrating practices helped students to manage stress, improve focus, and enhance self-regulation contributed to a positive and supportive learning environment, because in Ukraine there are constant air alerts and a lot of students cannot cope with their emotions.

According to American Psychological Association, Coalition for Psychology in Schools and Education “Top 20 principles from psychology for teaching and learning“ the emotional well-being of students can influence the quality of their participation in the teaching-learning process, their interpersonal relationships, the effectiveness of their communication, and their responsiveness to climate in the group. Concurrently, the group climate can influence students’ sense of security and acceptance, perceptions of social support, sense of control, and overall emotional well-being. The teacher plays a key role in establishing a climate in which all students are accepted, valued, and respected. Teachers can help facilitate emotional development by: • Using emotional vocabulary – for example, facilitating student labeling of emotions (e.g., happy, sad, fearful, angry), • Promoting emotional understanding of others, such as empathy and compassion, • Monitoring their expectations to ensure they are equally encouraging to all students, regardless of past performance. [2]

Key advantages of using Social – Emotional Learning

1. Improved Academic Performance:

Research indicates that students with strong social and emotional skills perform better academically. By addressing emotional well-being, English language educators can create an environment conducive to effective learning and academic success.

2. Preparation for Professional Success:

Social and emotional skills are highly valued in the professional world. Graduates who have developed strong interpersonal communication, emotional intelligence, and teamwork skills are better equipped to navigate complex work environments and succeed in their careers.

In conclusion, integrating Social-Emotional Learning into English language teaching in higher education is a transformative approach that goes beyond linguistic proficiency. By nurturing students' emotional intelligence, interpersonal skills, and self-awareness, educators play a pivotal role in preparing them not only for academic success but also for a fulfilling and successful future in an interconnected and diverse global society. The incorporation of SEL principles in higher education represents a progressive step towards holistic student development and a more compassionate and empathetic learning environment.

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STUDY OF INTERMEDIALITY ON THE SCENAGRAPHY MATERIAL OF THE FILM VERSION OF 'HAMLET' BY KENNETH BRANCH

The article is devoted to the study of the scenography of Kenneth Branagh's film "Hamlet" in the aspect of intermediality, namely the connection of the literary text with the film version, the identification of common and different in ideological and thematic content and methods of depicting reality. Ideas of intermediality arose in the works of philosophers of the 19th century. (I. Kant, H. Hegel, F. Schlegel), but they are becoming more and more important nowadays in the works of literary critics as well as in theoretical ones (A. Volkov, M. Ihnatenko, Yu. Lotman, D. Nalivaiko, S. Nahorna, I. Zayarna, L. Heneraliuk), and in practical aspects (L. Kovalova, O. Orlova). Intermediality is considered as a complementarity, cooperation and synthesis of arts, but its research lacks the substantiation of theoretical provisions with the materials of practical studies.

The tasks of the article are the definition of the concept of scene, description and classification of film scenes according to the "filming location" feature; classification of scenography techniques in the film according to the components of the composition; establishing a connection between scenes; description of the semantic functions of the combination of certain techniques; determination of the type of intermediality of "Hamlet" by Shakespear and K. Branagh and the specifics of the ideological and thematic originality of the film version of "Hamlet".

The scene of the film is a minimal, completed part of the action, the criterion for selection of which is the unity of space and semantic completeness. The components of the scene are the interior or natural location, scenery, lighting, computer graphics, actions and speech of the characters, close-up or long-shot of the operator's camera, costumes, props.

The film was shot in 1996 by Kenneth Branagh, director and performer of the role of Hamlet. Production designer – Dante Ferretti. The action of the early medieval play "Hamlet" is transferred in the film to the beginning of the 19th century.