

DESIGNING SEL-INTEGRATED METHODOLOGY FOR ENGLISH LANGUAGE TEACHER TRAINING IN UZBEKISTAN**Markaeva Gulruh Sobirovna**PhD Researcher, National Institute of Pedagogical Excellence
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Abstract. This paper presents key design principles and structural features of a Social-Emotional Learning (SEL)-integrated methodological framework for English language teacher professional training in Uzbekistan. Drawing on international models of SEL-based teacher development and contextual analysis of the Uzbek EFL education system, the paper identifies critical design considerations for culturally responsive and institutionally sustainable SEL methodology.

Keywords: SEL-integrated methodology, EFL teacher training design, Uzbekistan, cultural responsiveness, professional development framework, CASEL.

The design of SEL-integrated professional development methodology for EFL teachers in Uzbekistan requires navigating a productive tension between the universalistic aspirations of SEL theory and the particularistic demands of culturally and institutionally specific professional contexts. The CASEL (2020) framework, while providing a robust and empirically grounded conceptual foundation, was developed predominantly within North American educational settings and embodies specific cultural assumptions about emotional expression, interpersonal communication, and professional identity that require critical examination before adoption in Central Asian contexts.

Several critical design considerations emerge from the analysis of this tension. The first concerns the cultural conceptualisation of social-emotional competency. Uzbek educational culture embodies strong collectivist values — including deep respect for communal solidarity, hierarchical relationships, and indirect communication styles — that shape the expression and development of social-emotional competencies in contextually specific ways. A culturally responsive SEL methodology for Uzbek EFL teachers must engage with these values not as obstacles to SEL development but as cultural resources that can enrich the SEL framework's predominantly individualistic orientation with a more relational and communal understanding of social-emotional competency.

The second design consideration concerns the institutional architecture of professional development. SEL-integrated methodology requires institutional conditions — protected professional time, supportive leadership, psychologically safe professional cultures — that are not uniformly present across Uzbek educational institutions. Effective methodology design must therefore include explicit guidance for institutional leaders on creating the enabling conditions for SEL professional development, rather than assuming their pre-existence.

The third consideration involves the sequencing and scaffolding of SEL competency development. Research on adult learning (Knowles et al., 2015) and SEL skill development (Jennings, 2015) consistently indicates that complex social-emotional competencies develop most effectively through carefully sequenced developmental experiences that begin with structured self-reflection, progress through collaborative learning, and culminate in integrated professional practice. The methodology proposed for Uzbek EFL teachers accordingly adopts a three-phase developmental sequence moving from foundational self-awareness, through

interpersonal and collaborative competency development, to integrated professional practice application.

In conclusion, the design of SEL-integrated EFL teacher training methodology for Uzbekistan requires a creative and critical synthesis of international SEL theory with deep contextual knowledge of the Uzbek educational system. The methodology described in this paper represents an initial framework for this synthesis, to be further refined through the iterative process of implementation, evaluation, and contextual adaptation.

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