кращих результатів навчання. Завдяки всебічному аналізу педагогічних стратегій та емпіричних відомостей у статті висвітлено трансформаційний уплив білінгвальної освіти разом із метакогнітивними підходами на навчальні досягнення учнів, когнітивну гнучкість і соціокультурну компетентність. Окресливши теоретичні основи й практичну значущість такого інтегрованого підходу, авторка статті пропонує цінну інформацію для педагогів, дослідників і політиків, які прагнуть оптимізувати освітню практику в різноманітних мовних та культурних контекстах.

__Ключові слова__: білінгвальна освіта, метакогнітивний розвиток, засвоєння мови, когнітивне розширення можливостей, освітні практики.

Maryna Tsehelska, Candidate of Philological Sciences, Associate Professor, Kryvyi Rih State Pedagogical University, Department of English Language and Methods of Its Teaching

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TECH TOOLS TO SUPPORT SEL IN EFL CLASSES

Ірина Вікторівна Школа,
к. філол. н., доцент, доцент кафедри
іноземних мов та методики викладання,
Бердянський державний педагогічний університет

Віолетта Володимирівна Панченко,
к. пед. н., доцент, доцент кафедри іноземної філології,
Харківська гуманітарно-педагогічна академія

The article reveals an examination of the use of digital tools to support social-emotional learning in English language classes during crisis situations.
__Key words__: social-emotional learning, digital tools

Introduction. During times of crisis, such as the Covid-19 pandemic and the Russian-Ukrainian war, educational institutions faced numerous challenges. Many schools in Ukraine adapted by shifting to remote or hybrid learning models to prioritize student safety. English teachers, in particular, began utilizing various online tools to make remote instruction more engaging, interactive, and effective in developing students' language and social skills. As highlighted by Rachelle Dené Poth [1], integrating technology into education facilitates a more open exchange of students' experiences, making it a valuable approach during such difficult times.

Research objectives. The purpose of this study is to explore the role of digital tools in facilitating social-emotional learning (SEL) in English language classes during crises such as the Covid-19 pandemic and the Russian-Ukrainian war. The study **aims** to investigate how the integration of technology supports the development of students' language and social skills in remote and hybrid learning environments, as well as to examine the impact

of digital tools on educators' ability to create cohesive learning experiences across various settings.

Discussion. In the field of second language acquisition, researchers and educators can approach language learning from different perspectives [2]. While the behaviorist perspective emphasizes repetition and memorization, the sociocultural perspective considers the social context in which language learning occurs. This perspective became especially crucial during times of crisis, as technology helped navigate the complexities of language learning within a social framework.

During challenging periods, the sociocultural perspective serves as a reminder that learning does not happen in isolation but is deeply intertwined with our social environment. Technologies then act as guiding tools, helping students find their way through difficulties and connecting them with resources, people, and support systems, akin to a high-tech compass in the intricate landscape of language acquisition.

Social-emotional learning plays a vital role in enabling teachers to create cohesive learning experiences for students across various settings. Integrating technology into this process can effectively bridge gaps in students' social and emotional skill development. While educational and maker technologies are not meant to replace the importance of human interactions for children, they can enrich these interactions, making them more profound and meaningful. This enrichment contributes to students expressing themselves on deeper levels and strengthening their connections with the projects they undertake.

For educators navigating both online and offline classes, integrating simple yet impactful digital tools becomes essential. Particularly in virtual learning through platforms like Zoom, features such as reactions and filters offer valuable insights into students' emotional states. Zoom reactions provide a quick and non-intrusive way for students to express themselves during virtual sessions, offering a glimpse into their feelings and engagement levels. Additionally, creative use of Zoom filters injects lightheartedness into the virtual classroom, even amid challenging times.

To comprehensively monitor students' well-being, digital checklists prove to be invaluable. Platforms like Google Forms, Genially, and Poll Everywhere allow for the creation and distribution of checklists directly to students' mobile devices, whether in online or offline settings. Google Forms offers flexibility with customizable surveys aligning with instructional objectives. Genially provides visually engaging and interactive checklist designs that students can access individually or in groups, allowing teachers to gain holistic insights into the group's well-being.

Poll Everywhere and Mentimeter facilitate real-time feedback through polls and surveys distributed to students' mobile devices. This not only ensures accessibility but also encourages active participation in reflecting on and managing their psychological well-being. The ease of use and accessibility

of these tools make them valuable in promoting a supportive and responsive learning environment.

To cultivate self-awareness skills in English as a Foreign Language (EFL) students, teachers can use the platform *FlipGrid.com*. Students can capture snippets of their day, expressing thoughts in English, and later compile them into a video diary. This activity hones language skills while fostering a deeper understanding of cultural nuances and self-awareness. *FlipGrid.com* allows students to reflect through self-recorded video responses, witness their language progression over time, and receive peer feedback, promoting self-reflection and awareness of how they are perceived by others. In essence, embracing the digital era in language education through platforms like *Padlet.com* not only provides students with opportunities to showcase their language proficiency but also creates a supportive community where they can reflect on their progress, receive feedback from peers, and enhance their self-awareness in the process.

Conclusion. By actively monitoring and addressing students' psychological well-being through user-friendly digital tools, educators play a crucial role in fostering resilience and maintaining a positive atmosphere conducive to effective learning. These technologies act as guiding tools, helping students navigate the complexities of language acquisition within a social framework, ultimately leading to a more enriching and meaningful learning experience.

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Shkola Iryna, Panchenko Violetta. Цифрові інструменти для підтримки соціально-емоційного навчання англійської мови як іноземної

У статті досліджено застосування цифрових інструментів для підтримки соціально-емоційного навчання на уроках з англійської мови під час кризових ситуацій.

Ключові слова*: соціально-емоційне навчання, цифрові інструменти.*

Iryna Shkola, PhD (Philology), Associate Professor, Berdyansk State Pedagogical University, Department of Foreign Languages and Teaching Methods;

Violetta Panchenko, PhD (Pedagogy), Associate Professor, Municipal institution "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, Department of Foreign Philology.