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UDK 371.1

SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE PROACTIVE EDUCATIONAL ENVIRONMENT

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Learning as the main activity of the learner (student, postgraduate, enhancing its qualification, etc.) is a defining concept of "environment for learning "," learning environment "," engaging learning environments ", etc. Designing and the structuring of such environments is based on learning as an activity which performs the "unity of adaptation, knowledge and subject practice" of the learner (Radev, P., 2012).

The subject-material conditions for education represent the so-called "spatial environment ". According to St. Dinchyiska "contemporary understanding of the subject-spatial environment is that it is not an elementary physical category but a cultural-pedagogical complex "(Delcheva, Dinchiyska al., 2000) In a broader sense, in this complex live, work and relate to it students, teachers, parents,students and lecturers, postgraduates, PhD students, etc. Under a proactive educational environment, we adopt "the system of influences, the conditions for forming the person according to a given model, as well as the possibilities for its development, contained in the social and spatial subject environments (Yasvin, 2001). The concept of a proactive educational environment appears to be generic for concepts such as family environment, school environment, and project-based, active, and more.

For the first time officially the term emotional intelligence is used by Peter Salovey and John Mayer in 1990, but popularity it gained through the book D. Golman "Emotional Intelligence" five years later. The emotion is the basis of emotional

intelligence. Emotions in all their manifestations are essential to the overall life of man. They are internally related to our behavior, depending on the conscious or unconscious evaluation of events to what extent they fit our goals. Emotions can become the motives of behavior, they reveal their meaning and ask the world. Emotions have cognitive, behavioral and somatic manifestations. They reveal our inner world, and in doing so, they have a value in themselves.

Is it possible to develop and enhance emotional intelligence?

There is more than one opinion on this issue. A group of scientists (Meyer, Salovey, Caruso, etc.) adhere to the position of relative emotional stability intelligence, but the kind of information with which it operates (emotional knowledge and competencies) can be relatively easy to change, including in the process of training. (Andreeva L.)

At the same time, another group of scientists (Golman, Slater, Kovriga, Nosenko, etc.) believe that emotional intelligence can, and must, develop. Emotional intelligence can be purposefully formed, as with children in the process of training and education, as well as in adults in the form of specialized trainings.

Even if it sounds paradoxical, emotional intelligence lends itself to change through purposeful learning to a greater extent than abstract-logical intelligence. It is believed that the main sensational period for the formation of emotional intelligence is from 3d. to 10 years old. There is evidence that the second one a sensational period in which the emotional level can be significantly changed intelligence is up to 20 years.

For the development of emotional competence and the knowledge of emotions it's important to improve the process of perception and emotional assessment of reality. The main way to develop emotional intelligence is concludes in stimulating the imagination, the imagination of the child in the preschool and primary schooling period. Extremely beneficial influence is the "immersion" of the child in a pro-active educational environment that ensures the use of story- role plays as a powerful and essentially basic tool for child development imagination and fantasy, the feelings and emotions of the children that are at the core of their emotional intelligence.

The purposeful development of EI can only be achieved to the maximum an effective environment as the educational environment is proactive. Emotional lessons, should be an integral part of the development of the child and repeat the different age in such a way as to correspond to the changing understanding of the child and of the child the challenges it faces.

The second condition is how exactly these lessons are taught. The personality of the teacher is so important as his own behavior in front of the class is a kind of emotional

lesson competence - or its lack. In each teacher's conversation with one of the children, all the other children are absorbing something. Few teachers are willing to talk for feelings, or experiencing confidence that they can help or suggest the right one reaction.

The main reason for failure in pedagogical work is inadequate self-esteem, negative self-esteem, poor self-regulation of the educator, which are designed on the pupil in the process of communication. Having adequate self-esteem, positive attitude and self-confidence, the teacher is able to find constructive ways to solve problems and expand your own professionalism. (Manoylova, p.21)

The next indicator is the need to help children turn the moments of a personal crisis to lessons of emotional competence. This happens when the lessons in schools comply with events in the pupils' lives. That way children adopt coherent messages related to emotional skills in everyone moment of your life.

Last but not least, the rise of EI improves the academic performance children in school. At a time when too many children do not have the skills to coping with their worries, listening and concentrating, restraining their impulses, feel responsible for actions (or inaction), or to care for learning, everything that helps them in this respect also helps them to learn. In this sense, EI nourishes the school's ability to learn. All participants in

the learning process - students, teachers, parents, administration - must realize the importance of EI and to create the conditions for solving a wide range of problems in this area.

Reasonable is the question of the methods by which it can be influenced in a positive way direction of the EIA amendment.

Obviously, the traditional pedagogical approach of one-sided impact on the student in the form of lectures is not the best decision to raise it.

The specificity of the EI requires certain conditions to be fulfilled effectively the process aimed at forming or changing its level. They are needed attractiveness, enhanced emotionality,interaction dynamics among all participants in the training. Approaching to the natural way is needed acquisition of knowledge and skills, personal involvement, transformation of life in learning problems. Flexibility and variation is needed, choice of activities, partners, funds depending on the situation.

Another requirement is for the participants in the process to be in active position interacting through practical actions and experiments (accessible for age and health) their capabilities) to acquire knowledge as they themselves try out what they have learned and gain immediate response / evaluation. But perhaps the most important requirement is to use every opportunity from the everyday life of the participants in the training, the validation of the ability to act

from the position of the acquired knowledge, applying them in the solution of a concrete issue.

We have switched to interactive methods as carriers of sufficient potential for these requirements.

Although interactive methods have long been new, it's still difficult they break the way. Given the fact that the notion of Emotional Intelligence is not popular in native schools, and there are only sporadic attempts at prevention and dealing with aggression, which is only a small part of EI and is far from its integrity,the link between interactive methods and the targeted enhancement of EI to children in the primary school age practically does not exist. We referred to I.N. Andreeva (1, p.159), which points to several methods,effective for enhancing the EI and have complied with their ability to apply in primary school age based on studied literary sources. We chose several interactive methods we used in the study.

Discussion - Method of learning through communication. Stimulates interaction between the participants in the discussion, each statement is in response to the previous one. It unfolds, it's a spontaneous dialogue process to study a problem, overcome conflict. With regard to EI, discussion is a major step in the solution of everyone issue.

Brain Attack - The method of brainstorming is used to stimulate the creativity of students on a topic or theme question. The work involves: generating ideas, analyzing a problem situation, evaluating ideas and choice of idea. The jokes, the replicas, the casual setting are encouraged. Students freely express ideas or opinions without any condemnation, ignoring or rejecting their ideas or opinions. Ideas are recorded by the teacher on the board or poster in the order of their presentation, and the brainstorm continues as long as the ideas are not exhausted or do not complete what has been determined for the brainstorming time.

In terms of EI brainstorming is aimed at using the creative one participants' potential for finding solutions, including non - standard, of various moral-ethical issues, focus on words, expressions, actions and more, charged with positive or negative meaning, depending on the purpose of the task. It overcomes the barrier to communication and the fear of rejecting one's own idea.

It affirms its own opinion as valuable and at the same time respect for others ideas and opinions.

Situational Method - This is a method in which different means are recreated given circumstances in order to illustrate a particular problem and to stimulate it

the participants in its solution. It is widely used to imitate real problems to form skills and habits to deal with them.

By the situational method, by transforming the theory to near the specific circumstances trained, stimulate the application of acquired

knowledge in practical problem solving and their development in skills and competencies.

With regard to EI, the use of the method involves creating an emotionally intense situations presenting specific events to provoke interest, intellectual engagement, and natural emotional interaction between the participants.

Learning project - 'The project is a system of activities aimed at working on a particular problem ending with an end product.' - R. Valchev (by V. Petrova, p.79)

It defines project work as an interactive method that is a cycle of planned activities with a specific purpose, modalities, deadlines and resources, and pupils work most often in groups. Through project work, they assimilate a group solutions, conflict resolution, taking different social roles.

In terms of EI, the project method focuses on the relationship between participants in the project, as well as the choice of a unifying idea and recognition and as

something that can represent them and express them in the best way, but the ultimate product has the exact purpose and meaning that the participants can protect.

Interactive games - As an interactive method they are distinguished by spontaneous and uninvolved activity of the participants in which, through a specific transformation of the children's social experience in the course of interaction between the participants is

recreated relationships between people and building interpersonal competences.

Interactive game combines thinking activity with search for the most appropriate personal expression, the fulfillment of the common goal with the effective individual behavior. In the interactive game, interaction is modeled and stimulated by game action and thus positive behaviors are attached to the behavior.

The programs developed and the direction for the improvement of EI are theoretical grounded in three directions - humanistic, behavioral and cognitive.

In the humanistic direction, the emotional aspect, feelings, and not intellectual judgment and evaluation. The work on the development of EI is expressed, already in the possibility of full expression of emotions and inner feelings 'I', differentiation and recognition of the object that generates emotions; getting to know experiences. The whole approach is to reorganize the EI concept, the ability to reflect and self-regulate, empathy. Behavioral focus focuses on emotion management their expressive expression. It is supposed to form stereotypes emotionally conduct that is in line with socially acceptable standards. Developing EI in the marketplace this direction is quite effective in working with children. Development Program of EI in elementary school age developed by the Lantiers, was based on the formation of the

habits of self-control and regulation in conflict situations (Andreeva, p.157)

The cognitive approach emphasizes the possibility of learning new ones emotional thinking, stimulating understanding of emotions, and effective managing them. The purpose of the work is to change the way of thinking it supports non-adaptive emotional behavior.

A number of theories and approaches are possible in modern practice, productive methods for developing EI are play, art therapy, behavioral therapy, discussion method, modeling method, role-playing method, feedback, demonstration, project method. (Andreeva, p.159). It is worthwhile to pay attention to Professor Gardner's comment on the broad one Revelation of the Theory of Multiple Intelligences in Educational Environments.

'The main in the educational trends of TMI is individualization and pluralism. Human beings differ from each other and have no significant reason to learn evaluate the same way. Instead, in the future, it is necessary to specify the way of teaching, learning and assessment, as far as possible, and based on the intellectual profile of each learner.

Such proactive individualized learning has long been possible for a group people with good financial resources. Today in the era of computers is possible individualizing training and evaluating more than ever. The pluralism is that learning can take place at any time, in heterogeneous groups and classes of any size. That is, important topics, skills, theories, must be taught in more than one way to activate the potential of multiple intelligences, including the emotional'

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