

2.3. DEVELOPING EMOTIONAL INTELLIGENCE AND SOCIAL-EMOTIONAL SKILLS OF FUTURE PROFESSIONALS FOR RESILIENT AND ADAPTIVE EDUCATION DURING WAR AND POST-WAR RECOVERY

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Abstract. *The article examines the development of social-emotional skills and emotional intelligence of future professionals as a condition for the resilience of education during war and post-war recovery. Theoretical analysis shows that social and emotional learning is closely linked to young people's adaptation to prolonged stress, maintaining academic achievement, and preventing psycho-emotional maladjustment. Emotional intelligence is defined as a resource that combines awareness of one's own experiences, emotional regulation, empathy, and the capacity to develop constructive behavioral strategies in crisis situations. The importance of preparing university teachers to work with the emotional challenges of learners and to manage their own emotional vulnerability is emphasized.*

Drawing on two empirical cases, the article generalizes the experience of integrating social and emotional learning into language and professional training. The first case describes a system of communicative tasks in a language course designed to develop emotional intelligence by analyzing the emotions of characters, engaging in role-play, and participating in inquiry-based situations, as well as through reflective writing and safe group discussions. It is demonstrated that the systematic use of such tasks is associated with increased levels of emotional awareness, empathy, self-regulation, and self-motivation among learners, even in conditions of war-related stress. The second case reveals the relationship between the culture of professional communication of future economists and their level of emotional intelligence, highlighting the role of values, ethical guidelines, and speech strategies in shaping responsible attitudes towards partners, clients, and communities.

Educational practices of support and recovery that have emerged in Ukrainian higher education institutions during the full-scale war are described separately, including reflective writing, training in empathic listening, modeling professional situations, the use of digital emotion diaries, online discussions, and blended

forms of interaction. It is demonstrated that integrating such practices into the educational process, rather than using them as one-off interventions, promotes the formation of sustainable forms of mutual support, the development of information and media literacy, and prepares future professionals for ethical leadership in the post-war reconstruction process. Recommendations are formulated regarding the inclusion of social and emotional learning modules in educational programs, the improvement of professional development systems for university teachers, and the institutional anchoring of care for emotional well-being as a component of higher education quality.

Keywords: *emotional intelligence; social-emotional skills; learners; crisis education; post-war recovery; culture of professional communication; infomedia literacy; digital support practices; resilience of education.*

Introduction

The war has made obvious what previously often remained at the periphery of attention: the strength of professional training is determined not only by the quality of acquired knowledge and skills, but also by a person's ability to withstand prolonged tension, cope with emotional shocks, support others, and preserve a sense of professional meaning under conditions of instability. The educational process has found itself "on the edge" between the need to perform its functions and the constant impact of war-related threats, losses, and forced mobility. In this reality, social-emotional skills and emotional intelligence become not an addition to professional competence, but a resource without which the resilience of a future professional is, in fact, impossible.

It is useful to distinguish between several related but distinct concepts. Emotional intelligence can be viewed as an individual's capacity to be aware of their own emotions, understand the emotional states of others, regulate their own reactions, and use emotional information in decision-making. Social-emotional skills are the already formed abilities to act on the basis of these capacities: recognizing and naming emotions, negotiating, resolving conflicts, cooperating, and choosing behavioral strategies responsibly. Social and emotional learning, in turn, refers to a purposeful pedagogical activity within which these skills are systematically formed and assessed, similar to academic outcomes (Kabakci & Owen, 2010; Primi et al., 2016).

In contemporary research, various approaches to interpreting emotional intelligence are distinguished; however, for education, the decisive issue is not the theoretical opposition of models, but rather the practical question of what can be developed in learners and how to measure change. The development of tools for measuring social-emotional skills in adolescents and young people indicates that these are not innate traits, but rather a set of skills that can be taught, assessed, and improved (Primi et al., 2016; Pancorbo et al., 2020; Kulikova & Orel, 2021). This brings the social-emotional sphere closer to other components of professional training and opens up possibilities for integrating work on emotions into regular disciplines, rather than confining it to specialized psychological courses.

The social-emotional skills of a future professional can be understood as a learner's ability to be aware of their own emotional states, regulate them in accordance with the situation, recognize the experiences of other people, build constructive relationships, and follow ethical guidelines in complex communicative situations. For the learner, this means being able not to "get lost" in a wave of anxiety, anger, or powerlessness, but to see what is happening to them and to seek ways of support. For the future professional, this becomes a tool of professional activity: the teacher works with children and adolescents who carry their own traumatic experience; the economist participates in financial decisions that have consequences for people and communities; the manager is responsible for teams that have lived through combat, occupation, or forced displacement.

In such conditions, professional resilience emerges as the ability to act without denying one's own vulnerability. It is not about emotional "numbness", but about the ability to hold emotional tension in a way that does not destroy either the individual or the community. For a future teacher, this means being able to support a learner who fears air-raid sirens, has lost loved ones, or has spent a long time under occupation, without projecting onto them one's own unspoken anxiety. For a future economist, professional resilience manifests itself in the ability to conduct negotiations in an unstable post-war economy, where jobs, family livelihoods, and the development of local communities are at stake. In each case, social-emotional skills become the

“bridge” that connects professional knowledge with the ethical dimension of decision-making.

The war has also highlighted another crucial aspect of social-emotional skills. A learner is simultaneously the subject of educational activity and a person who experiences loss, separation, and uncertainty. Their ability to participate in the educational process directly depends on how well they can recognize their own states, seek help, and avoid breaking ties with the group, even in situations of forced migration. Where these skills are poorly developed, any external stress quickly transforms into learning problems: absenteeism, missed deadlines, conflicts, and feelings of exclusion. Where they are supported, the group becomes a resource of mutual assistance rather than merely an “attendance list”.

Social-emotional skills also have a clearly defined dimension of future professional leadership. Post-war reconstruction will require professionals who can not only manage processes, but also understand the emotional dimension of change: how decisions affect people who are already living under prolonged tension; which forms of communication strengthen trust and which, conversely, erode it; and how to avoid re-traumatization in the public sphere. In this sense, emotional intelligence becomes a prerequisite for ethical leadership, and social and emotional learning becomes a means of developing such leaders within the university.

For the higher education system, this implies the need to move from episodic support initiatives to a structured approach to social-emotional skills. In particular, this involves embedding relevant tasks into professional training and utilizing reflective writing, discussions of challenging situations, and analyses of professional cases that acknowledge the emotional dimension. As international research on SEL demonstrates, precisely such an approach enables the social-emotional sphere to be transformed from a “hidden curriculum” into a conscious focus of pedagogical work and educational activity (Kabakci & Owen, 2010; Primi et al., 2016; Lalomia & Cascales-Martinez, 2023).

Thus, social-emotional skills and emotional intelligence should be considered integral to a future professional’s readiness.

They ensure that education remains alive and humane on the edge between war and peace, helping learners not to fall out of the educational process, but to re-interpret their experiences and use them for personal and professional growth. The following subsections of the chapter demonstrate how these skills can be developed through communicative tasks, the culture of professional communication, and various educational practices that support and facilitate recovery in crisis and post-war education.

Review of recent research

An analysis of contemporary studies reveals that social-emotional skills and emotional education are being increasingly examined through the lens of crisis, ranging from local traumatic events to long-term social upheavals. In research on social and emotional learning in children, adolescents, and young adults a recurrent pattern is consistently observed: the psycho-emotional state of participants in education is shaped not by isolated stressful episodes but by the prolonged impact of instability, uncertainty, and a sense of danger, which directly affects learning quality and the capacity for self-development (Kabakci & Owen, 2010; Primi et al., 2016; Kulikova & Orel, 2021). Under such conditions, social-emotional skills and emotional intelligence cease to be secondary characteristics and are viewed as essential conditions for maintaining the viability of educational systems.

International research on SEL (social and emotional learning) consistently demonstrates that social-emotional skills are directly linked to young people's ability to adapt to change, cope with emotional challenges, and maintain academic achievement. The development of large-scale SEL assessment tools, such as the SELSS scale for adolescents (Kabakci & Owen, 2010), the SENNA 1.0 inventory for youth in Brazil (Primi et al., 2016), rubrics for formative assessment of self-management and openness in school settings (Pancorbo et al., 2020), and tools for monitoring social-emotional skills in secondary school (Kulikova & Orel, 2021), reflects a drive to provide social-emotional development with an evidence base comparable to that of academic achievement. For Ukrainian higher education

institutions, where learning takes place during a full-scale war, this line of work is particularly significant, as it provides benchmarks for developing their own assessment and support systems.

Parallel to this, a growing body of research exists on intervention programs designed to develop social-emotional skills through specially organized activities. Studies of programs for adolescents have shown that a positive social climate, systematic work on interpersonal relationships, and exercises focused on cooperation and empathy can help reduce emotional and behavioral problems, as well as improve school adaptation (Peculea & Bocos, 2013; Benitez Munoz et al., 2007). In early and pre-school ages, portfolio-oriented learning, which makes it possible to track the progress of social-emotional development (Yus et al., 2017), as well as play-based and educational solutions for parents aimed at developing sensitive caregiving, interaction, and support for children's emotional expression (Costa et al., 2022), prove effective. Experience with school programs in Denmark shows that systematic work on the emotional skills of children and adults, reliance on observation, involving teachers in shared learning, and attention to the mental health of all participants in education create a safer and more supportive environment even in the presence of numerous social challenges (Lalomia & Cascales-Martinez, 2023).

A separate group of studies views emotional intelligence directly as a resource for coping with crisis consequences. In research on mental health during the COVID-19 pandemic, EI is described as a mechanism that mitigates the impact of stress on the development of depressive symptoms: people with higher emotional clarity and better emotion-regulation skills are more likely to use resilient coping strategies and less likely to become "stuck" in maladaptive thinking patterns (Merchan-Clavellino et al., 2023). As an internal reserve of strength, emotional intelligence functions through several mechanisms: the ability to differentiate one's own states, to apply adaptive coping strategies, to seek support, and, through empathy, which strengthens social bonds and facilitates mutual aid. In studies of leadership under crisis conditions, EI is described as a resource at the organizational level: leaders with high emotional intelligence are better at

recognizing the emotional climate in their teams, responding in a timely way to anxiety, uncertainty, and fatigue, and communicating difficult decisions in a way that preserves trust and a sense of belonging among staff (Kantor et al., 2020). For higher education, these conclusions apply directly to the roles of the teacher, academic advisor, and program director.

The emotional well-being of students in crisis conditions is also evident in studies examining the interplay between emotional intelligence, identity crises, and strategies for psychological health in college. It has been demonstrated that the ability to be aware of and make sense of one's own emotions, and to recognize connections between experiences and life strategy choices, is associated with more constructive navigation of identity crises and a lower risk of psychological maladjustment (Huang & Lin, 2025). For Ukrainian learners, wartime often coincides with a phase of professional and personal self-determination, which intensifies tension and makes the development of emotional intelligence a necessary condition for preserving learning motivation.

At the same time, there is a growing number of works in which education is considered a sphere undergoing a protracted crisis of its own: a crisis of public reason, trust in rationality and democratic foundations, massification, and ideological pressure on universities (Bartolomei, 2025; Gaviria & Duarte, 2023; Tight, 2024; Macfarlane, 2024). Studies on emotional education under such conditions emphasize that the development of emotional intelligence should be part of teacher education and university staff development, as these individuals are either intensifying systemic pressure on learners or, conversely, creating a supportive space for them (Lopez-Cassa & Alzina, 2024). Research on emergency remote education, which describes the phases and scale of the shift to distance learning during the pandemic, highlights that forced distance, the rupture of face-to-face contacts, and uncertainty about the future of education exacerbate the sense of isolation and anxiety among both learners and teachers (Stewart & Lowenthal, 2023).

Against this backdrop, the Ukrainian body of research constitutes an important field in which the social-emotional, cognitive, and informational dimensions of educational resilience are examined in conjunction with one another. Several works

focus on developing young people's capacity to resist information influences and building information and media literacy, which is directly linked to emotional resilience under conditions of hybrid warfare. Studies on the impact of specially organized classes and trainings on students' ability to recognize manipulative messages, critically evaluate sources, and avoid being emotionally drawn into toxic information flows (Rudenko et al., 2023) show that infomedia literacy functions as an "external contour" of emotional protection. Research on the formation of infomedia literacy through media tournaments (Yachmenyk et al., 2023) and within the "learners – parents – teachers" triad (Yachmenyk et al., 2024) demonstrates that the development of these skills in joint activity with adults strengthens trust and mutual support in families and educational communities.

A key area of research focuses on the impact of team competitions, non-formal education, and STEM activities on the development of young people's soft skills. It has been shown that participation in team competitions promotes better communication, responsibility, cooperation, and stress resilience (Yurchenko et al., 2024), while analyses of non-formal educational activities aimed at developing infomedia literacy emphasize their role in fostering self-organization, critical thinking, and intrinsic motivation to learn (Drushlyak et al., 2025). Articles on modeling the choice of online courses in information hygiene using the Saaty method (Rudenko et al., 2024) emphasize the need for structured solutions that help learners make informed educational and life choices in an emotionally charged, information-saturated environment.

Another line of Ukrainian research explicitly links digital technologies with the development of emotional intelligence and social-emotional skills. A study on the use of digital tools in the teaching of mathematical analysis highlights that in new crisis conditions, digital platforms, visualizations, and interactive tools can not only facilitate the mastering of complex material but also create conditions for developing emotional intelligence through reflection, mutual assistance, and a sense of achievement in tackling difficult topics (Shyshenko et al., 2024). A study on the use of dashboards to develop students' analytical thinking shows that visualizing one's own progress contributes to the formation of

self-regulation skills and responsibility for learning, which clearly intersects with the social-emotional sphere (Rudenko et al., 2025). Research on the educational potential of ChatGPT from students' perspectives reveals the ambivalence of attitudes to artificial intelligence: on the one hand, as a support tool; on the other, as a factor that demands greater criticality, responsibility, and ethical sensitivity (Drushlyak & Semenikhina, 2025).

Research on developing emotional intelligence in the "teacher – learner – language training" system, grounded in a communicative approach, is directly related to the topic of this chapter. It has been shown that purposeful use of communicative tasks, role-play situations, and analysis of the emotional content of texts in language preparation can produce significant increases in learners' EI scores even under war-related stress (Semenog et al., 2024). Parallel work on the culture of professional communication among future economists and on factors of teacher competitiveness reveals that emotional stability, empathy, and the ability to build partnership-based relationships in digital environments are consistently identified as important characteristics of a modern professional (Semenikhina & Udovychenko, 2024; Kharchenko & Semenikhina, 2023). Studies on partnership pedagogy and the Pygmalion effect in digital educational environments emphasize the significance of fostering positive expectations, trust, and support in realizing learners' potential, which is directly linked to their emotional resilience (Rudenko et al., 2025).

Research on broader psycho-emotional factors of learning should also be mentioned. An international analysis of age and gender differences in the manifestations of mathematics anxiety in six Asian countries reveals the significant influence of the emotional component on attitudes toward mathematics and learning outcomes (Sarfo et al., 2025). Ukrainian efforts in popularizing STEM education, including through mobile planetariums and other innovative formats (Drushlyak et al., 2025), also address the emotional dimension. Creating an environment of curiosity, fascination, and a sense of belonging to the scientific community reduces anxiety and strengthens intrinsic motivation.

Taken together, the contemporary corpus of international and Ukrainian publications suggests several conclusions that are important for our study. First, at all levels of education, social-emotional skills and emotional intelligence are viewed as a fundamental condition for learners' well-being and success rather than as an additional "psychological bonus" (Primi et al., 2016; Pancorbo et al., 2020; Lalomia & Cascales-Martinez, 2023). Second, under conditions of various crises – sanitary, economic, political, and, in the Ukrainian context, military – it is emotional intelligence that enables individuals to withstand pressure more steadily, reduce the risks of depression and burnout, and maintain the ability to learn and grow professionally (Merchan-Clavellino et al., 2023; Kantor et al., 2020; Lopez-Cassa & Alzina, 2024). Third, there is growing recognition that without preparing teachers to address emotional, informational, and value-related challenges, education will be unable to fulfill its stabilizing and restorative functions in society. Under these conditions, Ukrainian studies on the development of emotional intelligence, information media literacy, soft skills, and partnership-oriented interaction not only fit into the global research discourse but also sharpen it by demonstrating how these approaches operate in the context of a protracted war. Against this background, the further analysis will focus on the emotional challenges faced by learners and teachers during wartime and on how social and emotional learning can become a resource for support and recovery.

Materials and Methods

The generalization of the aforementioned studies enables the delineation of a framework within which it is appropriate to consider the Ukrainian experience of developing emotional intelligence and social-emotional skills in future professionals under war conditions. The following sections present the results of a reflection on a set of interrelated educational practices implemented in Ukrainian higher education institutions: the introduction of communicative tasks into the language training of future professionals, the organization of work on the culture of professional communication of future economists, and elements of social-emotional support in the educational process. The description is based on a combination of previously obtained

empirical data, the results of standardized surveys, pedagogical observation, analysis of learners' reflective statements, and the experience of teachers working in a mode of "education on the edge". This approach makes it possible not so much to reproduce a full statistical snapshot as to identify substantive lines, forms of work, and conditions that have proved most productive for the development of social-emotional skills in crisis and post-war education.

Results

Communicative tasks as a means of developing learners' emotional intelligence

In the study by Semenog et al. (2023), learners' emotional intelligence is viewed not as a static trait but as a dynamic characteristic that can be purposefully developed during language preparation through specially designed communicative tasks. The researchers proceed from the assumption that a language course for future professionals can and should perform a dual function: ensure the mastery of vocabulary, grammar, and genres of communication, and at the same time create conditions for making sense of one's own emotions, training empathy, and developing the capacity for reflection and self-regulation.

The logic of the pedagogical experiment in this study was built on a comparison between two groups of learners. In the control group, traditional methods of working with texts and oral speech predominated, including reproductive exercises, answering questions, retelling, and standard dialogues. In the experimental group, these forms were supplemented by a system of various types of communicative tasks that were consistently embedded in each class. Over a specified period, learners in both groups underwent three rounds of emotional intelligence diagnostics using N. Hall's method, which enabled the tracking of the dynamics of five EI components: emotional awareness, the ability to manage one's own emotions, self-motivation, empathy, and recognition of other people's emotions. Statistical analysis of the results revealed that the most pronounced positive changes across all parameters were observed in the experimental group, where communicative tasks were an integral part of each lesson. In

contrast, shifts in the control group were weaker and more uneven (Semenog et al., 2023).

The communicative tasks proposed by the authors had a clearly problem-analytical and reflective character. The first block consisted of open-ended tasks based on specially selected texts, including literary, journalistic, and professionally oriented texts. The learner was expected not simply to reproduce the content of the text, but to analyze the motives behind the characters' behavior, identify their emotional states, relate these states to their own experiences, and evaluate the consequences of the decisions made. The task required moving from the level of "what happened" to the levels of "how it is experienced" and "what follows from this". Such tasks activated emotional awareness, stimulated internal dialogue, and fostered skills of written and oral reflection.

The second block consisted of analytical tasks focusing on specific real-life or modeled situations. The learner received a description of an event involving several actors – for example, a conflict between colleagues, a moral dilemma in professional activity, or a risky decision-making situation – and had to determine which emotions the participants experienced, what provoked them, and which behavioral strategies were constructive or destructive. Importantly, this involved not only recognizing other people's emotions but also relating them to one's own reactions: whether the learner tends to react in a similar way, which internal mechanisms are triggered in similar situations, and which alternatives they see. In such tasks, the ability to understand the emotional logic of others' behavior, rather than reducing assessment to superficial judgments, was particularly strengthened.

The third block was associated with role-play and inquiry-based communicative tasks. Learners "tried on" various roles – participants in professional dialogue, representatives of different sides of a conflict, teacher and learner, manager and client – and had to argue their position, conduct negotiations, seek compromise, and propose scenarios for further developments from these roles. This format simultaneously engaged learners' linguistic, cognitive, and emotional resources. The need to maintain a role, keep track of the character's emotional

consistency, and respond in real time to an opponent's remarks stimulated the development of empathy, perspective-taking, flexible thinking, and self-motivation for problem-solving (Semenog et al., 2023).

It is possible to identify an approximate correspondence between types of communicative tasks and the EI components they primarily activate. Open-ended tasks that involve working with texts and personal experiences contribute to the development of emotional awareness and reflection, fostering the ability to name and structure one's experiences. Situational analyses that require identifying others' emotions and evaluating their actions enhance empathy and the capacity for more accurate emotion recognition. Role-play exercises and modelling communicative situations particularly influence self-regulation skills, as they require holding back one's own impulses, aligning emotional expression with the professional role, and maintaining a constructive tone in communication.

The study emphasizes that the effectiveness of communicative tasks largely depends on how they are designed and integrated into the class structure. The authors highlight several principles. First, tasks must be sufficiently substantive and emotionally rich to elicit internal resonance, yet formulated in such a way that the learner does not feel compelled to excessive self-disclosure. Second, clear interaction rules are necessary: respect for others' statements, a ban on personal attacks, and the right to decline commenting on one's own experiences. Third, the teacher must act as a moderator who helps "unpack" the emotional content of tasks, asks clarifying questions, but does not impose ready-made judgements.

Under wartime conditions, the importance of such communicative tasks increases manifold. They provide an opportunity to discuss difficult topics related to experiences of loss, danger, and injustice in a safe way, without provoking direct re-traumatization. Discussions of literary, journalistic, or modelled situations effectively give the learner the right to tell their story indirectly, helping to structure emotional impressions and find meaning in them. In this sense, communicative tasks act as a "buffer" between raw traumatic experience and the possibility of speaking about it in an educational environment.

At the same time, the task format itself requires compliance with certain communication rules: listening to the end, refraining from interrupting, presenting one's position, considering another point of view, and separating the person from their actions. When these rules are consistently supported by the teacher, the group gradually assimilates a culture of respectful dialogue and learns to tolerate emotional differences without destroying relationships. For a future teacher, in particular, this is a direct experience of constructive interaction that will later be transferred to professional practice.

Thus, communicative tasks in language training can be viewed as a controlled "emotional simulator" for the future professional. Within this simulator, the learner repeatedly goes through cycles of recognizing their own and others' emotions, verbalizing them, choosing response strategies, and analyzing consequences. Regular implementation of such tasks creates a rhythm in which cognitive and emotional activity combine, and the development of emotional intelligence gradually becomes integrated into language and professional training. The experience described by Semenog et al. (2023) demonstrates that even under conditions of war and high stress, it is possible to create an educational space where communication not only conveys knowledge but also serves as a resource for emotional resilience, mutual support, and professional growth among learners.

Culture of professional communication and emotional intelligence of future professionals

The culture of professional communication for a future professional, particularly an economist, is an integral characteristic that combines values, interaction norms, speech strategies, and ethical guidelines of a specialist working in the economic sphere. Studies on the training of economists regard it as a component of professional culture without which effective relationships in business, finance, management, and services are impossible (Kharchenko, 2019). It is not limited to mastery of professional terminology or genres of business correspondence. The culture of professional communication includes the ability to build relationships that are simultaneously trusting and business-

like, to consider the psychological characteristics of the interlocutor, to adhere to moral and ethical norms, and to maintain a balance between the interests of one's own organization and the needs of partners, clients, and the community.

The structure of this culture, as described by Kharchenko (2019), consists of several interrelated dimensions. The worldview dimension includes the humanistic, cultural, aesthetic, and ethical foundations that underlie the economist's attitude toward people, work, business, and society. If future professionals proceed from the view that people are merely "resources", even formally correct communication will be devoid of respect and empathy. If, on the contrary, human dignity and responsibility for the common good are central, communicative behavior is built accordingly. In this dimension, the orientations are laid that later determine how a future economist will understand the concepts of "success", "profit", and "efficiency" in the post-war economy.

The personal dimension of professional communication culture integrates the cognitive, motivational, reflective, emotional, and volitional characteristics of the future economist. This includes the level of general development, the ability to think critically and systematically, an inner willingness to listen to others, self-control in tense situations, and the ability to analyze one's own behavior. Here lies the "point of contact" with emotional intelligence: without developed reflection and emotional awareness, it is impossible to adequately assess one's own reactions and understand how they affect the interlocutor. The personal dimension determines whether the learner perceives communication as a space of domination and "victory" over others, or as a field of cooperation and search for mutually acceptable solutions.

The psychological dimension is related to individual differences in thinking, perception, and communicative stance. Some learners tend to react impulsively, while others avoid conflict topics; some require more time to reflect and formulate their position. Developing a culture of professional communication in this dimension involves, on the one hand, being aware of one's strengths and vulnerabilities, and, on the other, developing flexibility and the ability to adapt one's communication style to the situation and interlocutor. Emotional intelligence manifests itself

here in the ability to “read” one’s own automatic reactions and to slow down or adjust them in time.

The technical dimension concerns mastery of linguistic means, genres, modes of oral and written interaction, and methods of argumentation and counter-argumentation. A future economist needs to be able to formulate ideas clearly, construct logically consistent utterances, select tone and style according to the situation, and work with different types of texts – from emails to analytical reports. However, technical skill without emotional sensitivity can become an instrument of manipulation. This is why the combination of technical and personal dimensions in communication culture must be accompanied by the development of empathy, responsibility, and awareness of the limits of acceptable influence on others.

The professional dimension sets the level of professional communicative competence in the narrow sense. It includes mastery of specialized terminology, genres of business and professional discourse, skills in negotiation, the ability to prepare analytical conclusions, and to present the organization’s position to different audiences (Kharchenko, 2019). In this dimension, the supporting role of emotional intelligence in communication is particularly evident: the ability to notice a shift in mood in a negotiation room, to sense when a partner is tired or irritated, to see when a pause is needed, and to deliver sensitive information in a way that does not undermine trust.

Another study (Kharchenko & Semenikhina, 2023) demonstrates that the culture of professional communication is not a neutral backdrop for the manifestation of emotional intelligence, but rather exists in a clear reciprocal relationship with it. The authors analyze the results of repeated measurements of future economists’ emotional intelligence using N. Hall’s method in the context of implementing a system of tasks designed to develop a culture of professional communication. They document increases in scores for emotional awareness, self-motivation, empathy, and the ability to manage one’s own emotions precisely among those learners who are systematically engaged in analyzing communicative situations, practicing constructive communication strategies, and internalizing ethical norms of professional interaction.

Special attention is paid to how the development of a culture of professional communication promotes the growth of empathy and the capacity to recognize others' emotions. The study shows that fostering attentive attitudes toward interlocutors, the ability to "read" non-verbal cues, to preserve the interlocutor's dignity, and to avoid verbal aggression and manipulation is associated with increased learners' ability to be aware of their own states, regulate emotional reactions, and maintain emotional stability in tense situations (Kharchenko & Semenikhina, 2023). Emotional resilience is formed primarily through the personal dimension of communication culture – the ability to reflect on one's own words and actions, understand how they affect others, and take responsibility for them.

In the post-war economy, the combination of developed emotional intelligence and a high level of professional communication culture has direct practical implications for economists' work. Decisions are made under conditions of risk and uncertainty, where financial indicators are tightly intertwined with human dimensions. The way the economist communicates affects not only the success of a deal or project but also client trust, organizational reputation, perceptions of fairness in the team, and the broader social consequences for the community. An emotionally competent professional who understands the ethical norms of business communication can foresee which decisions may be perceived as traumatic and which as fair and transparent, and can adapt the form and content of communication accordingly.

Conditions of post-war reconstruction intensify the demand for such a combination. Economists work with enterprises rebuilding after destruction, with communities that have experienced occupation, fighting, and infrastructure loss, and with people whose life histories include severe traumatic events. In this context, emotional intelligence enables professionals to see human stories behind numbers, recognize interlocutors' vulnerability, and understand which topics require particularly delicate handling. The culture of professional communication, in turn, sets ethical boundaries: what is acceptable in negotiations, how to discuss downsizing, restructuring, or changes in

cooperation conditions without turning economic decisions into an additional source of trauma for people.

Therefore, the interconnected development of emotional intelligence and the culture of professional communication in the training of future professionals should be seen as a prerequisite not only for their personal success but also for ethical leadership in Ukraine's post-war economy. Such a professional is able to combine pragmatic business goals with a responsibility towards people and communities, can discuss difficult issues in ways that preserve trust, and builds professional activity on the basis of respect, empathy, and honesty.

Educational practices of support and recovery: integrating social and emotional learning into crisis and post-war education

The generalization of experience from Ukrainian higher education institutions and the findings of the studies discussed above make it possible to identify a set of practices that have become real pillars for learners during the war and that have the potential to become a stable component of post-war educational programs. These practices combine educational and supportive functions, including reflective writing, group discussions in safe formats, training in empathic listening, modeling professional communication in various situations, as well as digital forms of interaction that enable emotional connection under conditions of danger and group dispersal.

Under wartime conditions, reflective writing gains particular importance. It gives the learner an opportunity to pause and attempt to "translate" inner experiences into words. A typical task is an invitation to describe a situation that made a strong impression, focusing not on the external course of events but on what was happening inside: which emotions arose, how they changed, what helped to withstand the tension, and what, on the contrary, increased feelings of helplessness. It is essential that such texts do not need to be shared in full. The learner may keep some of them private or share only those fragments they are ready to bring to the group. This reduces the risk of re-traumatization while supporting the development of emotional

awareness. In professional and language training, such tasks enable the combination of work on written text structure, argumentation, and style with the development of skills in distinguishing fact from evaluation and emotional response, as well as identifying links between thoughts, emotions, and actions.

Group discussions of traumatic events in safe formats fulfil a different but equally important function. They create a space in which learners can hear that their experiences are neither unique nor “wrong”. Such discussions are based on clear rules of mutual respect, confidentiality, and the right to remain silent, as well as the right not to share what a person is not yet ready to disclose. The focus of conversation is often not on personal stories but on texts, documentary testimonies, film fragments, works of fiction, or modelled situations. This allows participants to talk about difficult emotions indirectly, without forcing anyone into excessive disclosure. The teacher’s role is to maintain the safety framework, ensure that the discussion does not turn into a competition of traumas or mutual accusations, and help learners notice different ways of responding to the same event and understand that similar outward reactions may stem from different histories. Over time, this practice fosters empathy, the ability to listen to others, tolerance for diverse emotional expressions, and the ability to express disagreement without degrading the interlocutor.

A separate group consists of training in empathic listening and sessions built around modelling professional communicative situations. These are particularly important for future teachers, economists, managers, social workers, and medical professionals – those whose work is directly linked to people who may be emotionally exhausted, traumatized, angry, or distrustful of institutions. In such sessions, learners practice listening without rushed advice or judgments, paraphrasing what they have heard to check their understanding, asking clarifying questions, and attending to non-verbal cues. These skills are then transferred to modelled professional situations. Scenarios for negotiations in post-war reconstruction, difficult conversations with clients and partners who have suffered losses, and pedagogical situations involving children who have experienced trauma are discussed. Learners observe how the course of a situation changes depending on whether the interlocutor had an opportunity to speak, whether

their feelings were respected, and whether they received clear and honest explanations of decisions. Such scenarios show that empathy and attentiveness to another person's emotional state do not contradict rationality and rigor, but directly influence the quality of decisions, conflict prevention, and the maintenance of trust.

Digital and distance formats of interaction play a crucial role in maintaining emotional connections under conditions of danger, forced migration, and frequent changes in educational formats. Online discussions, grounded in agreed-upon rules and careful moderation, enable learners to maintain a sense of group belonging even when they are located in different cities or countries, live in different time zones, and have unequal access to resources. Short video reflections, in which learners share thoughts and feelings related to a particular topic or task, open up opportunities for self-expression for those who find it difficult to speak in class or on camera in real-time. Digital emotion diaries maintained in secure environments support the habit of regularly assessing one's emotional state, noticing changes, linking them to daily events, and choosing healthier self-help strategies instead of, for example, emotional "shut-down" or immersion in destructive information flows. Such tools do not replace in-person communication, but they allow the social and emotional learning process to continue during periods when classroom teaching becomes impossible or dangerous.

Experience gained during the war in using digital formats has shown that they can serve not only as an "emergency exit" but also as an element of a new university culture. Online meetings in smaller groups, asynchronous discussions on forums, and platforms for reflective posts integrated into courses help build horizontal ties and foster a sense of belonging to the academic community, even when learners are physically distant. From a post-war perspective, these formats can be seen as a means to make social and emotional learning more accessible and flexible, thereby making them suitable for hybrid and blended learning models.

For the recovery and development of the higher education system, it is important that the practices described above do not remain a temporary "anti-crisis patch". They should be embedded

into educational programs as stable elements supporting learners' emotional well-being and professional resilience. This implies, first, purposeful design of courses in language training, professional communication, pedagogy, and management that explicitly incorporate social-emotional components. Reflective tasks, discussions of the emotional and ethical dimensions of professional situations, and modeling complex communicative scenarios should be included in course syllabi rather than relying on the goodwill of individual teachers.

Second, teacher preparation for working with learners' emotional states and their own emotional vulnerability is essential. Practice shows that even the best-designed tasks do not produce the expected effect if the teacher lacks basic skills in empathic listening, does not know how to set boundaries, and has no support for their own emotional recovery. Therefore, professional development programs should include modules on teachers' emotional intelligence, self-care strategies, and techniques for working with groups under prolonged stress. This does not imply turning teachers into psychotherapists, but rather providing them with tools to organize educational spaces that support rather than harm.

Third, the sustainability of these practices depends on the extent to which university administration, program directors, and student self-governance bodies are prepared to treat emotional well-being as a component of educational quality. When reflective tasks, discussions of difficult topics, communication skills training, and digital support formats are enshrined in regulations and methodological recommendations and allocated time and resources, they cease to be "experiments of a few enthusiasts" and gradually shape a different university culture. In such a culture, success is measured not only by academic indicators but also by the community's capacity to withstand prolonged challenges, preserve humanity, and recover after losses.

Thus, the integration of social and emotional learning into crisis and post-war education can be seen as one of the directions of a long-term strategy for sustainable development. Educational practices that support and foster recovery, emerging in response to wartime challenges, have the potential to become the foundation for shaping a generation of professionals who combine

professional competence with a high level of emotional maturity, empathy, and responsibility for the people and communities with whom they will work.

Discussion

The findings on the use of communicative tasks, the development of a culture of professional communication, and the implementation of social-emotional support practices show that learners' emotional intelligence is indeed dynamic and amenable to pedagogical influence, provided that work with emotions is integrated into course content rather than relegated to separate, isolated trainings (Semenog et al., 2023; Kharchenko & Semenikhina, 2023). Where the emotional dimension of learning becomes part of an ordinary class – through communicative tasks, reflective writing, and discussions of professional situations – increases in emotional awareness, self-motivation, empathy, and the ability to manage emotions are not episodic but durable. This is well aligned with the conclusions of international research on social and emotional learning, which emphasize that the most effective programs are those that are “woven into” the educational process and supported by the daily practice of interaction in the classroom (Kabakci & Owen, 2010; Primi et al., 2016; Pancorbo et al., 2020).

Comparison with large-scale projects, such as SENNA 1.0 in Brazil (Primi et al., 2016), and monitoring tools for social-emotional skills in secondary schools (Kulikova & Orel, 2021), reveals methodological affinities between Ukrainian developments and global trends. This concerns the combination of standardized scales designed to measure specific components of emotional intelligence with analyses of actual educational practices. In our case, the “sites of action” are language and professionally oriented courses, where communicative tasks, work with texts, role-play situations, and discussions of professional cases are purposefully used to develop EI. At the same time, Ukrainian studies add an important additional dimension to this field – testing the effectiveness of such approaches under prolonged conditions of war-related stress, when learning takes place against a backdrop of threats to life, loss, forced mobility, and constant uncertainty.

International work on SEL intervention programs consistently shows that systematic work with emotions and relationships contributes to reduced emotional and behavioral difficulties, better adaptation, stronger cooperation, and improved learning outcomes (Peculea & Bocos, 2013; Benitez Munoz et al., 2007; Yus et al., 2017; Costa et al., 2022). The generalizations we have obtained demonstrate similar dynamics, but under conditions of much greater external pressure. Learners who are regularly involved in reflective writing, safe group discussions, and role-play and inquiry-based tasks with explicit emotional content demonstrate a higher ability to verbalize their own states, recognize others' emotions, and sustain mutual support within the group. In practice, a "micro-community of support" is formed in the university classroom, where social-emotional skills develop through real joint activity rather than mere declarations. This resonates with the Danish experience of school-based social-emotional education programs, where an emphasis is placed on the joint learning of children and adults, the development of observation and participation practices, and the care of the mental health of all participants in the educational process (Lalomia & Cascales-Martinez, 2023).

The dimension of emotional resilience and coping with crisis consequences is particularly revealing when compared with international research. In the study by Merchan-Clavellino and co-authors, it was shown that emotional intelligence, in particular emotional clarity, moderates the relationship between resilient coping strategies and depressive symptoms during a strict lockdown: people with higher EI levels are more likely to use adaptive strategies and less likely to display pronounced depressive symptoms (Merchan-Clavellino et al., 2023). In our materials, communicative practices serve as a "buffer" against negative experiences, enabling learners to recognize and articulate emotions, explore more constructive ways of responding, and seek support from the group and the teacher. Thus, it can be argued that integrated forms of working with emotions within education create conditions for more adaptive processing of crisis events. The affinity in the logic of these processes with international findings is evident; however, the depth and duration of the crisis context, characterized by full-scale

war, increase the value of the Ukrainian experience for the global discussion.

The results related to the culture of professional communication of future economists correlate well with international developments on the relationship between emotional intelligence, leadership, and the quality of managerial decisions in crisis situations. In the study by Kantor and co-authors, it was demonstrated that leaders' emotional intelligence supports staff, reduces stress within teams, increases readiness for change, and enables unpopular yet necessary decisions to be implemented without compromising trust (Kantor et al., 2020). Comparison with our data points to a similar logic: a future economist who combines well-developed emotional intelligence with a high level of culture of professional communication copes better with tasks that require taking into account the emotional state of partners, clients, and colleagues, as well as the possible social consequences of decisions for the community (Kharchenko & Semenikhina, 2023). In the Ukrainian situation, these abilities are directly linked to the ethics of reconstruction. The economist works with businesses, communities, and individuals whose experience includes loss and trauma, so inflexible, purely technocratic models of communication become not only ineffective but also potentially traumatizing.

Another important aspect of comparison concerns the role of the teacher. International researchers emphasize that the emotional intelligence of teachers or university instructors has a significant impact on the educational system's ability to perform a supportive function. Studies on emotional education during crises emphasize that working with one's own emotions, developing empathy, self-regulation skills, and awareness of one's "emotional labor" should be part of teacher education and professional development (Lopez-Cassa & Alzina, 2024). Our generalizations add another dimension to this statement: an instructor who leads a group in wartime is themselves in a high-risk field, yet must maintain for learners a space of relative safety. Implementing reflective writing, group discussions, digital emotion diaries, and role-play tasks requires high sensitivity to the group's state, readiness to adjust course plans, and the ability to align course content with the emotional "capacity" of the classroom. This brings

Ukrainian experience closer to international discussions about the emotional burden on educators, while also highlighting a significantly higher level of tension in which this work is carried out.

Digital and distance formats, which in international publications are described as a response to the challenges of the pandemic and other “episodic” crises (Stewart & Lowenthal, 2023), in our practices assume the function of sustaining community life under conditions of constant danger. Online discussions, video reflections, and digital emotion diaries serve as “bridges” connecting groups scattered by the war, allowing for uninterrupted learning and social-emotional development when in-person presence becomes impossible or dangerous. Unlike classical models of crisis distance education, which primarily focus on a temporary transition to online modes, the Ukrainian experience demonstrates a prolonged wave-like alternation of modes, combining in-person, distance, and blended forms. In such a situation, digital tools are used not only to deliver course content but also to sustain the emotional connectedness of the group and preserve the sense of belonging to the university community.

It is also important to acknowledge the limitations of the generalizations presented. As in many international studies on SEL and emotional intelligence, a significant part of our data relies on self-report scales and questionnaires (Primi et al., 2016; Kulikova & Orel, 2021). This calls for caution in interpretation and requires quantitative results to be complemented by qualitative observations, analyses of learners’ work products, and in-depth interviews with instructors. In addition, most of the practices described have been implemented within individual courses and institutions, which raises questions about their scalability and adaptation to other specialists, regions, and levels of education. Another limitation is that the studies were conducted under emergency conditions, making it difficult to control many variables. At the same time, the orientation of these approaches – integrating social and emotional learning into disciplinary preparation, relying on reflection, dialogue, and joint analysis practices – aligns with global trends in SEL development, which makes it possible to speak of their potential for wider dissemination.

Thus, comparison of Ukrainian results with international research indicates a certain convergence of approaches. Social and emotional learning proves effective when it is integrated into disciplinary preparation, rests on systematic practices of reflection, dialogue, and joint analysis of complex situations, and is supported by the emotional intelligence of educators. The specificity of the Ukrainian experience lies in the fact that these approaches are being tested under conditions of full-scale war and are aimed not only at the individual well-being of the learner but also at preparing future professionals capable of acting responsibly during the post-war recovery of society and the economy. This is what lends Ukrainian practices of developing emotional intelligence and social-emotional skills additional weight in the international discourse on the resilience of education in the face of multidimensional crises.

Conclusions and recommendations on developing future professionals' social-emotional skills

The generalization of theoretical approaches and the findings from the two empirical cases demonstrate that the development of emotional intelligence and social-emotional skills is one of the primary pillars of educational resilience on the edge between war and recovery, rather than an optional supplement to professional training. Where work with emotions is episodic and limited to one-off "anti-crisis" measures, the educational process proves vulnerable to any external escalation. Conversely, the systematic integration of social and emotional learning into language, professional, and communication courses strengthens learners' ability to withstand prolonged tension, remain engaged in learning, support one another, and transfer acquired interaction patterns into professional activity.

A comparative analysis of the case of using communicative tasks to develop emotional intelligence and the case of forming a culture of professional communication among future economists convincingly shows that increases in EI are achievable within ordinary university courses, provided that their content and methodology are purposefully rethought. In the first case, language training is enriched with open-ended tasks, character

analyses, and role-play and inquiry-based situations that create a space for practicing emotional awareness, empathy, and self-regulation. In the second case, the culture of professional communication of future economists is built as a system of values, norms, speech strategies, and ethical guidelines that directly correlates with increases in emotional intelligence scores. Both examples demonstrate that fields with different profiles can rely on similar mechanisms: incorporating emotionally rich situations, organizing reflection, and analyzing communicative decisions and their consequences for people and communities.

A significant finding is the recognition of the dual effect of such practices. At the personal level, learners' resilience increases as they develop the ability to recognize their own states, name them, seek support, choose more constructive strategies for coping with stress, and take responsibility for their own decisions. A person gradually moves from being a passive object of events to becoming a subject who sees their scope for influence, even when external circumstances remain extremely difficult. At the professional level, a different stance towards interaction with people is formed: the emotional dimension of activity is not ignored but is understood as a component of responsible attitudes to those with whom the specialist works. For teachers, this means the ability to support learners in wartime without devaluing their experiences and without abandoning educational goals. For economists, it means being ready to work in the post-war economy, considering the emotional states of partners, clients, and teams, while avoiding manipulation and destructive conflicts, and focusing on decisions that align with the ethics of reconstruction.

At the level of educational programs, the findings make it possible to argue for the need to embed social and emotional learning into the structure of courses rather than create parallel "psychological add-ons". It is advisable to include modules that directly develop emotional awareness, empathy, self-regulation, and constructive conflict-resolution skills within language and professional training. These may be thematic blocks integrated into courses on language preparation, professional communication, pedagogy, and management, where social-emotional goals are realized through communicative tasks,

analyses of professional cases, reflective writing, and group discussions. For economists, teachers, and other professionals, it is essential to foster a culture of professional communication that treats the linguistic, ethical, and emotional aspects of interaction as an integrated whole, rather than as separate skills.

Special emphasis is needed on teacher preparation. The generalizations show that even methodologically impeccable tasks lose their effectiveness if the instructor is not ready to work with the group's emotional states and their own vulnerability. Therefore, professional development programs should include modules on teachers' emotional intelligence, techniques of empathic listening, self-preservation strategies, and organizing a safe educational environment. The instructor must receive not only sets of tasks but also tools for supporting themselves and the group, including ways of setting boundaries, algorithms for responding to manifestations of traumatic experiences, and options for adjusting course plans depending on the emotional "capacity" of the classroom. This enables the maintenance of a balance between support and high expectations, between care for the individual and the preservation of training standards.

A third important level of recommendations concerns designing educational programs that take into account the wartime and post-war experience of learners and instructors. This involves not only including relevant themes in course content but also rethinking forms and formats of work: using digital tools to support emotional connection in dispersed groups, providing space for reflection on lived events, and introducing tasks that model professional situations of reconstruction, interaction with traumatized communities, and decision-making in education, business, and governance. In such a configuration, social and emotional learning ceases to be a situational response to crisis and becomes part of a long-term educational development strategy oriented towards human dignity and community restoration.

It is essential that these changes be supported not only by individual enthusiasts but also at the institutional policy level. Educational programs that prepare individuals for action under conditions of uncertainty and crisis should clearly define learning outcomes related to emotional intelligence and social-emotional skills, and provide appropriate means for their achievement and

assessment. Universities can introduce internal documents and practices that enshrine care for emotional well-being as part of educational quality: from systems of mentoring and supervision for instructors to support for student initiatives related to mutual aid, volunteering, and reflective communities.

Thus, the development of future professionals' emotional intelligence and social-emotional skills should be viewed as one of the key directions for transforming higher education in Ukraine during the war and in the post-war recovery period. Such an approach enables the combination of professional training with care for the emotional well-being of learners and instructors, thereby shaping a generation of professionals capable of acting responsibly, empathetically, and effectively in the face of prolonged social challenges. In this perspective, social and emotional learning appears not as a "soft" option but as a necessary condition for a resilient, ethically oriented, and humane higher education system.

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