

COMPLEX MODEL OF ICC DEVELOPMENT IN FORMAL AND INFORMAL EDUCATIONAL SETTINGS VIA SEL FRAMEWORK

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INTRODUCTION

There has been a growing attention of researchers and educators to the association between education and psychosocial health over the last several decades. It is reflected in the number of scientific publications devoted to this particular topic across the globe and educational levels starting from preschool to higher education. Even though not every aspect of the concept has been researched yet, the field studying psychosocial health and education together is rapidly developing across countries, and breaching the existing gaps. Today the relationship between psychosocial health (social emotional development) and academic achievement is one of the most appealing topics for research in education because it provides educators, families, schools, communities, and policy makers with important information on how to support student academic engagement and produce a healthy and economically mobile society.

Given the fast-growing tendency towards globalization and building international relationships (e.g. international businesses, attraction of international workforce, student exchange programs)¹, it is necessary to include intercultural communicative competences (ICCs) into education. ICC can be defined as the ability to understand and communicate with each other in various cultural contexts which goes beyond just studying language in a classroom². ICC is a part of an overall umbrella concept of Intercultural Competence, which includes knowledge, awareness, attitudes and communication skills necessary for interaction with people across cultures³.

Strong ICCs among students play a significant role in establishing and maintaining reliable and long lasting relations within and with primary schools, middle schools, high schools, colleges, universities abroad. For

¹ Gayevska, O. V., & Iun, A. Group method implementation for formation of students' intercultural competencies in formal education institutions: Behavioral approach. *Publishing House "Baltija Publishing."*, 2022, pp. 386-388. DOI: 10.30525/978-9934-26-227-2-98

² Barrett, M. *Interculturalism and multiculturalism: Similarities and differences*, Council of Europe Publishing Strasbourg Cedex. 2013, ISBN 978-92-871-7692-9, 189 p.

³ Delevan, K. (2022). *Research Guides: FYS 101: Cultural Competence & Humility*. URL: https://researchguides.library.syr.edu/fys101/cultural_competence

example, a number of universities in different countries are currently providing support to the majority of Ukrainian educational institutions and Ukrainian students (e.g. scholarships, research grants, educational materials, solidarity prizes, etc.). Such increased interactions between multiple countries require strong ICC among all the participants. The Department of the Far East and Southeast Asia Languages and Literature of Taras Shevchenko Kyiv National University has strengthened its cooperation with universities in China, Japan, and South Korea, thus providing its Ukrainian students with more opportunities to build relationships with their counterparts across the globe, improve their ICC skills and enrich exchange experience. In November 2022 Taras Shevchenko National University of Kyiv successfully also held V International Scientific and Practical Online Conference “New Dimensions of Contemporary Philology Research”, “Philological and Pedagogical Studies in Domestic and Foreign Science of the XXI Century”⁴ dedicated to methodology of professional education of foreign languages and an overall overview and challenges of humanitarian disciplines in the higher educational system of Ukraine with a plan to hold other similar conferences in the future. One of the foci of the conference was to include pedagogic strategies on how to integrate ICC into university curricula with the help of web-oriented technologies. Foreign universities also support mobility of Ukrainian students and educators (e.g., one of the newly developed research-exchange programs with Toyo University⁵ and other formal and informal research partnerships with numerous universities from all around the world). Student and teachers exchange mobility creates opportunities for international collaboration in research and graduate education, while formatting ICCs of each member of the exchange process.

Another example of how strong ICC can help to promote education is the existence of the University of Central Asia⁶ that has campuses in three countries (Kazakhstan, Kyrgyzstan, and Tajikistan). The university, being spread across three countries, promotes international ties among Central Asian students and educators. American University of Central Asia⁷, located in the Kyrgyz Republic, being an international university and offering US accredited degrees in liberal arts programs through a

⁴ ННІФ Київського національного університету імені Тараса Шевченка. Всеукраїнська наукова онлайн-конференція «Нові виміри сучасних філологічних досліджень: міждисциплінарний підхід» (Gayevska O. V. Formation of ICC in project-based approach with IC technology). 2022 URL: <https://news.philology.knu.ua/calendar>

⁵ Toyo University. (n.d.). 研究員活動報告書. URL: <https://www.toyo.ac.jp/international-exchange/fp/report>

⁶ University of Central Asia. (n.d.). URL: <https://ucentralasia.org/home>

⁷ American University of Central Asia. (n.d.). URL: <https://auca.kg/en/academics/>

partnership with Bard College, helps its students to build international relationships across multiple countries with different cultures, ranging from South Korea and Japan to the United States, from day one of college. It cultivates the mindset necessary for working internationally, knowledge exchange, adaptability, and development of critical and relativistic thinking. At the end of the day, people benefit from close and rewarding relationships with others, which can only be achieved by maintaining good psychosocial health and having well-developed relationship building skills with ICC being one of them.

In the context of today's increased number of military events in many countries, self-actualization among students has been challenging. Higher levels of anxiety, ambiguity, and social tensions in societies going through military activities affect educational establishments. However, human need to self-actualize still remains important to pursue. This shows how Z. Freud's⁸ (in 1930) contemplations on the need to have a healthy society to promote individual social health and the importance of one's rich inner world to achieve happiness are still current. In other words, explicit development of skills that promote self-actualization can facilitate one's psychosocial health, more specifically, be better integrated into society, achieve deeper self-understanding, be at peace with others and oneself, improve overall well-being, and be a useful member of the society. Frustration of self-actualization needs and lack of appropriate skills to self-actualize in a socially appropriate way might lead to such negative consequences as increased legal violations, decreased economic mobility, poverty, deviant behavior, poor academic performance, and poor wellbeing⁹.

1. Role of education in human development

Students at all levels, be it primary, secondary, or tertiary, spend an enormous amount of time in educational settings, both formal and informal. Therefore it is not surprising that schools of all levels leave a huge impact on students' mental health, development and maintenance of socially healthy lifestyle, academic functioning, ability to establish

⁸ Freud, S. *Civilization and its discontents*. Hogarth Publishing, London, 1930, 144 pp.

⁹ Butler, S., Danziger, S., Doar, R., Ellwood, D. T., Gueron, J. M., Haidt, J., Haskins, R., Holzer, H. J., Hymowitz, K., Fellow, W. E. S., Mead, L., Mincy, R., & Reeves, R. V. *Opportunity, Responsibility, and Security*, 2015, p. 88.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B.. *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Social and Emotional Learning*. *Child Development*, 82(1), 2011, pp. 405–432. DOI: 10.1111/j.1467-8624.2010.01564.x;

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P.. *Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects*. *Child Development*, 88(4), 2017, pp. 1156–1171. DOI: 10.1111/cdev.12864

networks in the home country and abroad, and overall human development. It might look unclear how to explicitly develop «psychosocial health» in educational settings though. A recent line of research from the past several decades shows that it is possible to target, develop, and improve psychosocial functioning of students by integrating social and emotional learning (SEL) framework into academic instruction. SEL includes development of self-awareness, emotion regulation, social awareness, responsible decision making, and relationship building skills. These are the exact skills necessary to successfully build international relations and undergo cross-cultural adjustment.

Traditionally SEL instruction has not been included into a lot of post-Soviet educational settings and therefore it might look unclear how it can be done. If we take an example of foreign language learning, in particular, oriental language learning, it is easier to describe it through a metaphor of being on a journey with a clear goal, or destination (such as teaching a foreign language)¹⁰. However, integration of SEL into language classes changes this typical way of instruction and therefore it might not look obvious right away on how to develop SEL (and to what extent do we even need it?) in the context of language instruction. Although educators have knowledge of a lot of methodologies, they will now need to choose a path, from multiple available ones, on how to reach the goal (e.g. teaching a complicated Kanji (漢字 based on JLPT¹¹) character based language or any other language which is both character and alphabet based). In this scenario, teachers usually will be put into a position to choose from at least two different paths: 1) continue instruction in the traditional paradigm (due to various reasons where fear of being lost might be one of them) or 2) take a chance on integrating SEL framework into their classroom instruction. If they choose to take a chance, they will go through a complex and resource demanding, though rewarding, process where building instruction on students' needs will look more advantageous.

Therefore, one of the current tasks for education is to integrate current successful practices of ICC into academic instruction and continue researching them, taking into consideration current historical context that influences societal sense of security¹². Societies (like Ukrainian society, Kyrgyz society, and other post-Soviet countries) historically have been going through a lot of transformations due to wars, economic rearrangements, constantly changing security systems which had

¹⁰ Gayevska, O. V., & Iun, A. Group method implementation for formation of students' intercultural competencies in formal education institutions: Behavioral approach. *Publishing House "Baltija Publishing."*, 2022, pp. 386-388. DOI:10.30525/978-9934-26-227-2-98

¹¹ Japanese Language Proficiency Test. (n.d.) URL: <https://www.jlpt.jp/e/index.html>

¹² Гасвська О.В. Вступ. *Міжкультурна комунікація: теорія та практика*, Київ, ВПЦ "Київський університет", 2021. с. 6-7.

consequences on social well-being, cultural, educational and other levels. One of the roles of education though has been to equip people with necessary tools and skills to adjust, survive, and prosper.

Education is a two way process, where both students and educators contribute to it equally. This mutual education process needs to be based on four pedagogical aspects: context, identity, affective and cognitive variables, and critical practice¹³. See *Table 1* where we gave an example on how SEL skills can be integrated into these pedagogical aspects in the context of language learning (can be applied to other subjects).

Table 1

Context, identity, affective and cognitive variables, and critical practice aspects through SEL framework

	Academic and SEL Tasks	Applicability to society
Context	The context of learning, including the use of pragmatics, cultural and social awareness, is an important aspect to be considered.	Students need to be equipped with skills to understand cultural contexts both of their origin and the ones they choose to study. Each culture is multidimensional and has its own unique context, ethnic, social, and economic manifestations.
Identity	Equip students with knowledge on how identity changes (self-awareness and emotion regulation) with acquaintance with new culture and language across time and place.	Students do not neglect their own identities. Education happens through respect to diverse cultural backgrounds. Students continue exploring their own identities (self-awareness) while learning how to respect other cultures (social-awareness).
Affective and cognitive variables	Classroom instruction should include metacognitive, cognitive, and socio-affective strategies. Students raise their self-awareness, improve emotional regulation and decision-making skills through reflections on their preferred learning process, strategies and learn other strategies of learning.	Students are more prepared to engage in metacognitive, cognitive, and socio-affective processes and therefore are more equipped to realistically evaluate different changing environmental variables.
Critical practice	Students should develop critical self-regulatory and decision making skills in their chosen topic of interest (study) as well as how to conduct oneself in their own and different cultures.	This reflects students' ability to develop critical concepts in relation to various social issues such as justice, equity, democracy, etc. Students learn how to become more active and autonomous agents in their learning process.

¹³ Galante, A. English Language Teaching in the post method era. *Contact Magazine*, 40, 2014, p. 57–62.

Oxford, R. L. *Language learning strategies: What every teacher should know*. Heinle & Heinle., 1990, ISBN 978-0-8384-2862-7, p. 1-35.

Virkkula & Nissilä. *Towards Professionalism in Music: Self-assessed Learning Strategies of Conservatory Music Students*. 2017, DOI: 10.26529/cepsj.290

The abovementioned pedagogical aspects consist of multiple components and are best realized into practice when they are also connected to student SEL skills development.

2. School adjustment. social emotional learning competences and assumptions

Adjustment to different education settings on all levels (primary, secondary, and tertiary), whether it is formal and informal, is not an easy process. Comfortable educational climate with strong support from educators and supportive social networks has been linked to greater academic performance and prosocial student behavior¹⁴. These factors are associated with student adjustment to educational settings¹⁵ and overall well-being¹⁶. Multiple studies have shown that SEL interventions contribute to better school adjustment because SEL instruction develops academic, social, emotional, and relational capacities of students¹⁷. More specifically, students and educators reported better teacher-student relationships, stronger connectedness to school, better school climate reduced time spent on classroom management and therefore increased time spent on studying content, improved academic performance, teacher well-being, student well-being, improved social relationships, advanced problem-solving or coping skills¹⁸. A recent meta-analysis of MacCann

¹⁴ Shiddiq, I., Fitra, M., Patricia, R., Afriani, D., Bahar, F., & Malay, E. Social Support is Positively Correlated With College Adjustment in First-Year Students, 2020, p. 494. URL: <https://doi.org/10.2991/assehr.k.201125.046>

¹⁵ Benraghda, A., Goudih, Z., & Abdallah, S. S. Student Engagement and adjustment to College among Undergraduate Students. *Library Philosophy and Practice* 2018, 17 p.

¹⁶ Falavigna, A., Teles, A. R., Mazzocchin, T., de Braga, G. L., Kleber, F. D., Barreto, F., Santin, J. T., Barazzetti, D., Lazzaretti, L., Steiner, B., & Beckenkamp, N. L. Increased prevalence of low back pain among physiotherapy students compared to medical students. *European Spine Journal: Official Publication of the European Spine Society, the European Spinal Deformity Society, and the European Section of the Cervical Spine Research Society*, 20(3), 2011, pp. 500–505. URL: <https://doi.org/10.1007/s00586-010-1646-9>

¹⁷ Free, S., & Casarez, L.. Building Student Resilience Through Mindfulness and Social and Emotional Learning. *Educator Perspectives*, 2(2), 2022, p. 24–30.

CASEL. *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs.*, 2003, URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

¹⁸ Free, S., & Casarez, L.. Building Student Resilience Through Mindfulness and Social and Emotional Learning. *Educator Perspectives*, 2(2), 2022, pp. 24–30;

Cahill, H., & Dadvand, B.. Social and emotional learning and resilience education. In R. Midford, G. Nutton, B. Hyndman, & S. Silburn (Eds.), *Health and Education Interdependence: Thriving from Birth to Adulthood*, 2012, pp. 205–223. Springer. DOI: [10.1007/978-981-15-3959-6_11](https://doi.org/10.1007/978-981-15-3959-6_11)

and colleagues in 2020¹⁹ found that SEL skills predict academic success on primary, secondary, and tertiary educational levels. It was suggested that students with higher emotional intelligence are able 1) to regulate negative/interfering emotions related to academic engagement (boredom, disappointment, anxiety) and 2) better build and manage social relationships with teachers, peers, and family members²⁰. It is not surprising then to see how well developed SEL skills promote successful school adjustment across settings and educational levels. This implies that educational institutions should have supports in place to promote students' SEL development²¹

Social Emotional Learning (SEL) is a process of developing SEL competencies in people to succeed in life²². It is an essential component of learning which increases people's resilience, well-being, and promotes life adjustment by equipping them with assets and tools to face and resolve life challenges²³. The term Emotional Intelligence was first coined by Salovey and Mayer in 1990²⁴. The publication of Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995

Collie, R. J., Shapka, J. D., & Perry, N. E. School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 2012, pp. 1189–1204. DOI: 10.1037/a0029356

¹⁹ MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 2020, p.150–186. URL: <https://doi.org/10.1037/bul0000219>

²⁰ MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A.. Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 2020, pp.150–186. URL: <https://doi.org/10.1037/bul0000219>

²¹ Iun, A., Molchanova, E., Palacios, A. M., Sreekala, R., & Cook, A. L. [Unpublished manuscript]. Transitioning to Higher Education: College Adjustment of International Students within Central Asia and South Asia. p. 16.

²² CASEL. History. 2021, URL: <https://casel.org/history>.

²³ Cahill, H., & Dadvand, B.. Social and Emotional Learning and Resilience Education. In R. Midford, G. Nutton, B. Hyndman, & S. Silburn (Eds.), *Health and Education Interdependence: Thriving from Birth to Adulthood*, 2012, pp. 205–223. Springer. DOI: /10.1007/978-981-15-3959-6_11

CASEL Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs., 2003, p. 50, URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

Free, S., & Casarez, L. Building Student Resilience Through mindfulness and Social and Emotional Learning. *Educator Perspectives*, 2(2), 2022, pp. 24–30.

Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. . Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 2016, pp. 277–297. DOI: 10.1080/0305764X.2015.1125450

²⁴ Salovey, P., & Mayer, J. D. Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 1990, pp. 185–211. DOI: 10.2190/DUGG-P24E-52WK-6CDG

popularized the concept of Emotional Quotient²⁵ and suggested that social and emotional skills are just as important as cognitive skills.

There are around 40 SEL frameworks. Examples can be:

- CASEL model,
- Big Five personality Traits,
- OECD,
- Social, Emotional, and Ethical (SEE) Learning Framework,
- Employability SKills,
- Young Adult Success
- and others .

The CASEL SEL framework consists of the five interrelated sets of affective, cognitive, and behavioral competencies:

- 1) self-awareness,
- 2) self-management,
- 3) social awareness,
- 4) relationship skills, and
- 5) responsible decision making²⁶.

Self-awareness is the ability to recognize one's own emotions, strengths and weaknesses, and realistically assess one's self-confidence. Self-management is the ability to regulate one's thoughts, emotions, and behaviors when faced with frustrations and challenges. It also requires one to conscientiously delay gratification when pursuing goals (2020). Social awareness is the ability to read social cues, empathize, understand other's emotions, develop caring and concern for others, take their perspective, and interact positively with various groups. Relationship building skills include one's ability to establish positive, understanding, healthy, and mutually rewarding relationships based on cooperation. This requires one's ability to resist social pressure and handle emotions effectively. Finally, responsible decision making can be defined as the ability to handle challenging situations effectively by making responsible decisions and therefore ability to take responsibility for consequences as well as showing respect towards others. Such decisions are based on looking at a problem from a multidimensional

²⁵ D'Emidio-Caston, M. Addressing social, emotional development, and resilience at the heart of teacher education. *Emotional Development*, 2019, pp. 116-149.

²⁶CASEL. (n.d.). Fundamentals of SEL. URL: <https://casel.org/fundamentals-of-sel/>

Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. The Core Components of Evidence-Based Social Emotional Learning Programs. *Prevention Science*, 2019, 20(4),pp. 457–467. DOI: 10.1007/s11121-018-0953-y

perspective, accurate evaluation of various relevant factors and possible consequences of alternative courses of action²⁷.

Based on the definitions of the SEL skills, it is quite obvious to see how ICC is a part of SEL skills. In order to understand and communicate with each other in various cultural contexts one needs to have 1) good self-awareness (understand one's own culture, emotions, behavior, have advanced reflexive skills, have an adequate perception of oneself, etc.), 2) have well developed social-awareness (be able to see and understand another person for who they are, show empathy, identify and read social cues and differences, see culture of a different person and treat it with respect, etc.), 3) be able to build sustainable relationships (understand how relationships are build, understand that culture is a part of relationship building ingredients, be able to relate, provide emotional comfort and receive comfort, etc.), 4) have good self or emotion regulatory skills when faced with cultural differences and challenges, and, 5) finally, make ethical and responsible decisions meaning that one has to have well developed critical skills, well-developed relativistic thinking, and see how each behavior has a consequence. It might be very hard to communicate effectively with representatives of other culture(s) without strong SEL skills.

The Big Five Personality Traits includes such traits as conscientiousness, openness to experience, neuroticism/emotional stability, extraversion, and agreeableness which correspond to only three CASEL SEL Framework competences (social awareness, relationship skills, and responsible decision making). This means that when compared to Big Five Personality Traits, CASEL SEL Framework competencies covers the above mentioned pedagogical aspects (context, identity, affective and cognitive variables, and critical practice) better than the Big Five Personality Traits model.

SEL is best developed by establishing safe and supportive learning environments and direct instruction in formal and informal settings across multiple years²⁸. The underlying philosophy of SEL programming is based on two assumptions:

²⁷ CASEL. *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*, 2003, URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

²⁸ Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. . Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 2016, pp. 277–297. DOI: 10.1080/0305764X.2015.1125450

Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K.-K., & Allred, C. School Climate and Teachers' Beliefs and Attitudes Associated with Implementation of the Positive Action Program: A Diffusion of Innovations Model. *Prevention Science*, 9(4), 2008, pp. 264–275. DOI: 10.1007/s11121-008-0100-2

1) the same or similar risk factors cause internalizing and externalizing problems and

2) healthy supportive relationships are the foundation for the best learning.

Integration of SEL into academic instructions makes learning meaningful and appropriately challenging²⁹. SEL development is most effective when

1) given to students as a universal intervention, meaning that everyone has access to it,

2) across multiple years and

3) integrated into academic and nonacademic activities throughout the day.

SEL instruction becomes successful when it is taught through

1) effective classroom instruction,

2) student participation in positive activities in formal and informal settings, and

3) involvement of parents and community in program development, implementation, and evaluation.

Principles of SEL have been shown to serve as a framework that prevents academic, health, mental health, and social downfalls and promotes academic achievements, mental health, health, and social success of an individual³⁰. Research has also shown that just having good decision-making and problem-solving skills does not necessarily automatically translate into using these skills to avoid harm and do good, meaning that it is necessary to provide explicit instruction on how to respect people around and make responsible decisions across multiple settings³¹.

SEL instruction has been identified as a resilience intervention and proactive intervention for various adverse childhood experiences, or trauma³², which goes in well line with the assumption that the same or similar risk factors cause internalizing and externalizing problems³³.

²⁹ CASEL. Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. 2003, p. 50 URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

³⁰ CASEL. Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. 2003, p. 50 URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

³¹ CASEL. History. 2021. Retrieved December 28, 2022 from <https://casel.org/history/>

³² D'Emidio-Caston, M. Addressing Social, Emotional Development, and Resilience at the Heart of Teacher Education. Emotional Development, 2019, pp.116-149

³³ CASEL. Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. 2003, p. 50 URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

Resilience is a dynamic capacity to adapt successfully to a broad range of systems under adverse life circumstances, trauma, tragedy, or threats³⁴. Safe environment, well developed SEL skills, such as ability to build stable supportive relationships (capacity for healthy dependence and interdependence), self-awareness (ability to attune to one's needs and emotions), improved adaptive and coping skills, self-regulatory skills as well as school connectedness, high academic engagement have been identified as factors that contribute to better resilience and therefore they can mitigate trauma effects³⁵. Such resilience skills can be strengthened at any age³⁶. Therefore, to be able to adapt to a constantly changing environment one needs to have well-developed internal (SEL skills) and external resources (outside supports such as safe environment, academic supports, social supports, organizational supports).

3. Primary and secondary education. academic and psychosocial outcomes of sel and cross-cultural adjustment among children

According to the meta-analysis of Jones and colleagues in 2021³⁷, it was estimated that 87 million children (defined as expatriates) of ages 5 to 18 lived in a culture other than their country of nationality or their parent's country of nationality for a significant part of life in 2021. These numbers could have changed in 2022 due to an increased number of forced relocations as response to military events. This raises an urgent need for integration of SEL (with ICC being a part of it) into educational curricula

³⁴ WHO. Strengthening resilience: A priority shared by Health 2020 and the Sustainable Development Goals. 2017. p. 40.

Masten, A. S. Global perspectives on resilience in children and youth. *Child Development*, 2014, 85(1), 6–20. DOI: 10.1111/cdev.12205

³⁵ Center on the Developing Child. (n.d.). *Resilience*. Center on the Developing Child at Harvard University. URL: <https://developingchild.harvard.edu/science/key-concepts/resilience/>

Today, J. L., Walters, E., Bharwadi, D., & Dube, S. R. Trauma Healing: A Mixed Methods Study of Personal and Community-Based Healing. *Journal of Aggression, Maltreatment & Trauma*, 2014, 23(6), 611–632. DOI: 10.1080/10926771.2014.920453

Meichenbaum, D. (n.d.). Important Facts about Resilience: A Consideration of Research Findings about Resilience and Implications for Assessment and Treatment. p. 33.

Heller, L., & LaPierre, A. *Healing Developmental Trauma: How Early Trauma Affects Self-Regulation, Self-Image, and the Capacity for Relationship*. North Atlantic Books. 2012, p. 321.

³⁶ Center on the Developing Child. (n.d.). *Resilience*. Center on the Developing Child at Harvard University. URL: <https://developingchild.harvard.edu/science/key-concepts/resilience/>

³⁷ Jones, E. M., Reed, M., Gaab, J., & Ooi, Y. P. (2022). Adjustment in third culture kids: A systematic review of literature. *Frontiers in Psychology*, 13. DOI: 10.3389/fpsyg.2022.939044

across all educational levels and settings and involvement of multiple stakeholders (families, communities, school administration, mental health providers, etc.). Relocation and growing up in foreign cultures and countries might involve both positive and challenging consequences (sometimes traumatic). Adults should be equipped with necessary skills to support cross-cultural adjustment among children as well as give all necessary skills to children to cope with cross-cultural difficulties in addition to typical everyday challenges.

Adjustment is a complex process that involves change in multiple domains as a response to new culture and environment³⁸. Adjustment includes such constructs as satisfaction with self and environment, well being, psychological and emotional comfort, and degree of effectiveness and fit between an individual and their environment³⁹. A lot of factors contribute to cross-cultural adjustment and acculturative stress of expatriates, such as

1) environmental and demographic factors (gender, age, time spent abroad, stability, mobility, nationality, parent work),

2) family related factors (availability of family support, parental stress, and family functioning),

3) psychological factors (behavior, social-emotional skills, having to face difficult emotions, changes in psychological state, cognitive skills, personality, attachment, and identity), and

4) socio-cultural factors (language, acculturation, intercultural sensitivity, school, culture (old and new), connectedness to home, friendships and other relationships).

These factors affect children's wellbeing, stress, coping, and development of a new identity⁴⁰. Given today's globalization and increased mobility, having necessary skills and support systems (e.g. educational support system) in place for positive adjustment is crucial.

Research has shown that SEL instruction contributes to better academic achievement when used as a universal prevention program, meaning that everyone should have access to SEL education⁴¹. Learning

³⁸Haslberger, A., Brewster, C., & Hippler, T. . A new model for understanding expatriate adjustment. Routledge. 2014, p.208. DOI: 10.4324/9780203111468

³⁹ Haslberger, A., & Brewster, C. Capital gains: Expatriate adjustment and the psychological contract in international careers. *Human Resource Management*, 2009, 48(3), 379–397. DOI: 10.1002/hrm.20286

⁴⁰ Jones, E. M., Reed, M., Gaab, J., & Ooi, Y. P. Adjustment in third culture kids: A systematic review of literature. *Frontiers in Psychology*, 2022, 13. DOI: 10.3389/fpsyg.2022.939044

⁴¹ Clinton, A. B., Edstrom, L., Mildon, H. A., & Davila, L. Social emotional learning in a Guatemalan preschool sample: Does socioeconomic status moderate the effects of a school-based prevention program? *School Psychology International*, 2015, 36(1), pp. 18–35. DOI: 10.1177/0143034314559868

in a school context is intrinsically a social process by its nature. This explains why academic and social-emotional domains have been shown to be so interconnected⁴². When students learn they engage in different activities where they need to interact with each other, teachers, other staff members, and family members⁴³. This requires a lot of cooperation, collaboration, and negotiation in various social situations⁴⁴. According to Elias & Haynes⁴⁵ children with more advanced social and emotional skills are typically better adjusted to school and their classroom context which helps them to focus on academic tasks better when compared to children with more social and emotional challenges. These assumptions were supported by the abovementioned meta-analysis conducted by MacCann and colleagues⁴⁶. Therefore, an academic system that focuses solely on academic achievement cannot fully support students' academic development and is incomplete without SEL instruction.

Satisfying the social and emotional needs of students increases their capacity for learning making SEL competencies an essential part of academic instruction. Multiple reports have shown that learning is possible only after students' physical, social, and emotional needs have been met⁴⁷. Durlak and colleagues⁴⁸ conducted a meta-analysis of over 207,000 students across kindergarten and grade 12 and found a gain in academic achievement of 11 percentile points among students receiving SEL instruction when compared to those who did not participate in such

⁴² Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 2016, 46(3), pp. 277–297. DOI: 10.1080/0305764X.2015.1125450

⁴³ Arikan, N. Effect of personal and social responsibility-based social-emotional learning Program on Emotional Intelligence. *Journal of Education and Learning*, 2020, 9(2), 148. DOI: 10.5539/jel.v9n2p148

⁴⁴ Vadeboncoeur, J. A., & Collie, R. J. Locating social and emotional learning in schooled environments: A Vygotskian perspective on learning as unified. *Mind, Culture, and Activity*, 2013, 20(3), pp. 201–225. DOI: 10.1080/10749039.2012.755205

⁴⁵ Elias, M. J., & Haynes, N. M. Social competence, social support, and academic achievement in minority, low-income, urban elementary school children. *School Psychology Quarterly*, 2008, 23, pp. 474–495. DOI: 10.1037/1045-3830.23.4.474

⁴⁶ MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A.. Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150–186. DOI: 10.1037/bul0000219

⁴⁷ Arikan, N. Effect of personal and social responsibility-based social-emotional learning program on emotional intelligence. *Journal of Education and Learning*, 2020, 9(2), 148. DOI: 10.5539/jel.v9n2p148

⁴⁸ Durlak, J. A., & Weissberg, R. P.. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions: Social and emotional learning. *Child Development*, 88(4), 2017, pp. 1156–1171. DOI: 10.1111/cdev.12864

SEL programs. Improved SEL skills were found to be associated with increasing high school graduation rates and better high school and college attendance⁴⁹. Well developed interpersonal and problem-solving skills help students make better decisions and thus more effectively solve problems that interfere with achievement. SEL skills make it easier for students to participate in prosocial activities. Students who get involved in prosocial activities have more opportunities to develop skills for success and are rewarded more often. . This increases likelihood to develop stronger bonds to school and therefore better school adjustment⁵⁰. Such activities help students develop beliefs, behaviors, and standards that lead to greater academic and social success and less antisocial behavior⁵¹.

Overall, research suggests a bi-directional relationship between SEL and academic competencies⁵². Students who are more academically advanced were also found to be more accepted by their peers, have more friends, feel safer and less frustrated at school, better adjusted to school, and have more opportunities to develop SEL competencies and vice versa⁵³.

Universal SEL programs have been linked to improved coping skills, communication, and assertiveness⁵⁴, as well as improved interpersonal skills and higher quality relationships with peers and adults⁵⁵ which describes social adjustment. Research has also documented improved

⁴⁹ Taylor, R. D., Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. . Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 2016, pp. 277–297. DOI: 10.1080/0305764X.2015.1125450

⁵⁰ Zins, J. E. (Ed.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press, p. 244.

⁵¹CASEL. Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. 2003, p. 50 URL: <https://casel.s3.us-east-2.amazonaws.com/Safe-and-Sound-Guide-to-SEL-Programs.pdf>

⁵²Farrington, D. P., & Ttofi, M. M. School-based programs to reduce bullying and victimization. *Campbell Systematic Reviews*, 2009, 5(1). DOI: 10.4073/csr.2009.6

Welsh, M., Parke, R., Widaman, K., & O'Neil, R. Linkages between children's social and academic competence: A longitudinal analysis. *Journal of School Psychology*, 39, 2007, pp.463–482. DOI: 10.1016/S0022-4405(01)00084-X

⁵³ Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., Christ, T. J., & Welsh, M. E. Direct behavior rating as a school-based behavior universal screener: Replication across sites. *Journal of School Psychology*, 2014, 52(1), pp. 63–82. DOI: 10.1016/j.jsp.2013.11.002

⁵⁴ Tobler, N. S., Roona, M. R., Ochshorn, P., Marshall, D. G., Streke, A. V., & Stackpole, K. M. School-based adolescent drug prevention programs: 1998 meta-analysis. *Journal of Primary Prevention*, 2000, 20(4), pp. 275–336. DOI: 10.1023/A:1021314704811

⁵⁵ Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention & Treatment*, 2002, 5(1), pp. 98-124. DOI: 10.1037/1522-3736.5.1.515a

students' prosocial behaviors, problem-solving, self-regulation, as well as positive attitudes by both students and teachers, reduced conduct problems, risky sexual behavior, substance use, school truancy⁵⁶, reduction of emotional distress, poverty and improved economic mobility in the long-term⁵⁷, and decreased negative interactions with the legal system, e.g. number of arrests⁵⁸.

Positive findings were found in the areas of long-term life adjustment as well as improved academic performance, e.g., achievement test scores or grades and high school graduation⁵⁹. Universal SEL intervention has shown to be beneficial for all school children regardless of their background (socio-economic, geographical, etc.), including those in need of more individualized services and support⁶⁰ related to emotional, behavioral, or related difficulties⁶¹. At the same time research also indicates that the ability to make decisions and solve problems does not guarantee people will use these skills to avoid harm and do good. Therefore it is necessary to explicitly teach people SEL skills and show to them how they can apply them in their lives⁶².

⁵⁶ Taylor et al., Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 2017, pp. 277–297. DOI: 10.1080/0305764X.2015.1125450

Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 1997, 25, pp. 115–152. DOI: 10.1023/A:1024654026646

⁵⁷ Butler, S., Danziger, S., Doar, R., Ellwood, D. T., Gueron, J. M., Haidt, J., Haskins, R., Holzer, H. J., Hymowitz, K., Fellow, W. E. S., Mead, L., Mincy, R., & Reeves, R. V. *Opportunity, Responsibility, and Security*, 2015, p.88

⁵⁸ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of Follow-Up Effects. *Child Development*, 2017, 88(4), pp. 1156–1171. DOI: 10.1111/cdev.12864

⁵⁹ Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children. *Child Development*, 2017, 88(2), pp. 408–416. DOI: 10.1111/cdev.12739

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of Follow-Up Effects. *Child Development*, 2017, 88(4), 1156–1171. DOI: 10.1111/cdev.12864

⁶⁰ Diamond, A., & Lee, K. (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*, 2011, 333(6045), pp. 959–964. DOI: 10.1126/science.1204529

⁶¹ Daniels, B., Bender, S. L., Ballard, S., Iun, A., & Fowler, D. Universal social, emotional, and behavioral screeners for preschool students: A systematic review. 6(2), 2021, pp. 217–243. URL: <https://digitalcommons.pace.edu/perspectives/vol6/iss2/10>

⁶² CASEL. (2021). *History*. <https://casel.org/history/>

It is estimated that 13%, or one in seven, youth of ages 10 to 19 experience mental disorders⁶³. SEL interventions were found to be associated with both positive and negative indicators of well-being. According to the meta-analysis of Taylor and colleagues (2017), SEL interventions have a positive impact on clinical disorders. More specifically, schools SEL interventions in place reported fewer instances of conduct problems, also known as externalizing problems, which included reports on aggression, violence, bullying, non-compliance, classroom disruption, disciplinary referrals, suspensions as well as decreases in internalizing problems which included anxiety, depression, and stress⁶⁴. Both internalizing and externalizing problems were measured by observations, student self-reports, teacher reports, and student referral and suspension data.

Since emotional dysregulation has been reported as an underlying factor of internalizing and externalizing problems⁶⁵, equipping students with skills to build and manage social relationships, increasing their ability to regulate emotions, and fostering alternative thinking (e.g., problem-solving) and positive behavior should result in reduction of externalizing and internalizing problems⁶⁶ and decrease the effects of “negative” emotions in general⁶⁷. To form healthy social relationships, one needs to be flexible, adaptable, and sensitive with regard to their behavior and emotional expressions (be self aware)⁶⁸. Overall, the ability to understand

⁶³ WHO. (2021). *Adolescent mental health*. URL:<https://www.who.int/news-room/factsheets/detail/adolescent-mental-health>

⁶⁴ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of Follow-Up Effects. *Child Development*, 2017, 88(4), 1156–1171. DOI: 10.1111/cdev.12864

⁶⁵ Macklem, G. L. Parenting and Emotion Regulation. In G. L. Macklem (Ed.), *Practitioner’s Guide to Emotion Regulation in School-Aged Children 2008*, pp. 49–62. Springer US. DOI: 10.1007/978-0-387-73851-2_5

⁶⁶ Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H. (2020). Social Emotional Learning Program Boosts Early Social and Behavioral Skills in Low-Income Urban Children. *Frontiers in Psychology*, 2020, 11. DOI: 10.3389/fpsyg.2020.561196

⁶⁷ Durlak, J. A., Weissberg, R. P., & Pachan, M. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 2010, 45(3–4), pp. 294–309. DOI: 10.1007/s10464-010-9300-6

⁶⁸ Powell, D., & Dunlap, G. (2010). Family-focused interventions for promoting social-emotional development in infants and toddlers with or at risk for disabilities. Roadmap to Effective Intervention Practices #5. In Technical Assistance Center on Social Emotional Intervention for Young Children. Technical Assistance Center on Social Emotional Intervention for Young Children. 2010, p. 18 <https://eric.ed.gov/?id=ED577841>

oneself and others, in addition to successful communication with other people is helpful both for oneself and people around them⁶⁹ and is a sign of strong resilience⁷⁰.

There are more inspiring benefits of SEL interventions. Research has shown that beneficial outcomes of SEL instruction may last up to 18 years following the end of intervention⁷¹. These benefits also have a high chance to translate across multiple life domains for students⁷². Such effects include reduced mental health issues⁷³, improved peer and adult relationships⁷⁴, family relationships⁷⁵, and increased resilience⁷⁶. This means that by integrating SEL into academic instruction educational institutions can promote student resilience, academic success, mental health, and overall preparedness to various life adversities, challenges, and changes.

⁶⁹ Segrin, C. (2001). Social skills and negative life events: Testing the deficit stress generation hypothesis. *Current Psychology*, 20(1), pp. 19–35. DOI: 10.1007/s12144-001-1001-8

⁷⁰ Free, S., & Casarez, L.. Building Student Resilience Through Mindfulness and Social and Emotional Learning. *Educator Perspectives*, 2(2), 2022, p.24–30

Wu, M. Y.-H., Alexander, M. A., Frydenberg, E., & Deans, J. (2020). Early childhood social-emotional learning based on the Cope-Resilience program: Impact of teacher experience. *Issues in Educational Research*, 2020, 30(2), pp. 782-807.

⁷¹ Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of Follow-Up Effects. *Child Development*, 2017, 88(4), 1156–1171. DOI: 10.1111/cdev.12864

⁷² Zins, J. E. (Ed.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press, p. 244.

⁷³ Carroll, A., McCarthy, M., Houghton, S., & Sanders O’Connor, E. (2020). Evaluating the effectiveness of KoolKIDS: An interactive social emotional learning program for Australian primary school children. *Psychology in the Schools*, 2020, 57(6), pp. 851–867. DOI: 10.1002/pits.2235

⁷⁴ Joronen, K., Håkämies, A., & Åstedt-Kurki, P. Children’s experiences of a drama programme in social and emotional learning: Children’s experiences of a drama programme in social and emotional learning. *Scandinavian Journal of Caring Sciences*, 2011, 25(4), pp. 671–678. DOI: 10.1111/j.1471-6712.2011.00877.x

⁷⁵ Carroll, A., McCarthy, M., Houghton, S., & Sanders O’Connor, E. (2020). Evaluating the effectiveness of KoolKIDS: An interactive social emotional learning program for Australian primary school children. *Psychology in the Schools*, 2020, 57(6), pp. 851–867. DOI: 10.1002/pits.2235

⁷⁶ Free, S., & Casarez, L. Building Student Resilience Through mindfulness and Social and Emotional Learning. *Educator Perspectives*, 2(2), 2022, pp. 24–30.

Shapiro, E. S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review*, 2000, 29(4), pp. 560–572. DOI: 10.1080/02796015.2000.12086043

4. Icc formation in higher education

Transition from high school to college or university can be a source of both positive and stressful experiences for youth⁷⁷. Former high schoolers need to move from higher levels of dependency on teachers and family to higher levels of independence. Students react to college in a number of different ways. Very common psychological and emotional problems students face include lack of self-confidence or low self-esteem, anxiety and general stress, depression, suicidal thoughts, bereavements and parental separations, managing transitions, loneliness and homesickness, anger management, self-injurious behavior, eating problems, anxieties about academic behavior, including exams and performances, worries about appearance, relationship difficulties, traumatic experiences, including assaults, abuse, and rape, difficulties with substance use, issues around sex and sexuality, making difficult decisions⁷⁸, poor motivation, dislike towards courses, frustrating or/and disappointing romantic relationships, uncontrollable tension, and diseases of close family members⁷⁹.

There are other big contributing factors to college maladjustment. Some of them are accommodation⁸⁰, financial situation, level of education, country of origin, number of friends⁸¹, and language barrier⁸². Health and recreation issues, racial prejudice⁸³, environment, socio-cultural factors,

⁷⁷ Iun, A. (n.d). Implementation of Tuning in to Kids social-emotional learning program in the Kyrgyz Republic. [Unpublished doctoral dissertation]. University of Massachusetts Boston. p. 155.

⁷⁸ Kumaraswamy, N. Academic stress, anxiety and depression among college students– a brief review. *International Review of Social Sciences and Humanities*, 5, 2013, pp. 135–143.

⁷⁹ Blaine, G. B., & McArthur, C. C. *Emotional problems of the student* (2d ed). Appleton-Century-Crofts. 1971, p. 388.

⁸⁰ Salami, S. O. (2011). Psychosocial predictors of adjustment among first year college of education students. In *Online Submission*. Vol. 8, Issue 2, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

⁸¹ Mehdizadeh, N., & Scott, G. (2005). Adjustment problems of Iranian international students in Scotland. *International Education Journal*, 2005, 6(4), pp. 484-493.

⁸² Jou, Y. H., & Fukada, H. The causes and influence of transitional stress among Chinese students in Japan. *The Journal of Social Psychology*, 1996, 136(4), pp. 501–509. DOI: 10.1080/00224545.1996.9714032

Nazir, T., & Özçiçek, A. Language Barrier, language-related issues and stress among international students in Turkish universities. *International Journal of Advanced Multidisciplinary Research and Studies*, 2022, 2(2), pp. 269-282.

⁸³ Anglin, D., & Wade, J. Racial Socialization, Racial Identity, and Black Students' Adjustment to College. *Cultural Diversity & Ethnic Minority Psychology*, 2007, 13, 207–215. DOI: 10.1037/1099-9809.13.3.207

Recabarren, D. A. *College adjustment, discrimination, and social support among students of color*. 2016, p. 68.

feeling of being in minority, challenges with regulating emotions, and gender⁸⁴, also contribute to college maladjustment. Unfortunately, complications with handling new stressors might lead to poor academic performance and increased psychological distress⁸⁵.

Auerbach and colleagues (2018) in their research in 19 colleges across eight countries found that 35.3% of college students screened positive for at least one of the lifetime disorders and 31.4% screened positive for at least one year-long disorder. Research has shown that poor adjustment might lead to psychosomatic disorders such as pain disorders (e.g., headaches, backaches), heart problems, gastrointestinal problems, skin disorders, depression, anxiety, etc. and vice versa psychosomatic disorders can negatively affect college adjustment⁸⁶. Students also reported such complaints as nervousness, loneliness, insomnia, depression, and other somatic illnesses of psychological nature⁸⁷. Hong and colleagues (1993) found a definite trend of worsening of all health parameters, including somatic complaints, and satisfaction during the first year of study, especially with regard to depressive symptoms. This is not surprising due to the fact that college is a period of emerging adulthood where students have to transition from adolescence to adulthood and face all the challenges associated with the process⁸⁸.

5. Cross-cultural adjustment among international students and self

It is estimated that around 5.8 million international students were enrolled in tertiary institutions worldwide in 2018⁸⁹. In 2019 6.1 million

⁸⁴ Kaur, R., Sharma, S. Gender differences in social adjustment and interpersonal support among undergraduate students. *International Journal of Bio-Resource and Stress Management*, 2022, 13(1), pp. 53–61. DOI: 10.23910/1.2022.2331

⁸⁵ Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, 2007, 48(3), pp. 259–274. DOI: 10.1353/csd.2007.0024

⁸⁶ Wei-ling, W., & Dan-min, M. Research review of college students' psychological quality. *US-China Education Review*, 4(3), 2007, pp.54-59.

Welsh, M., Parke, R., Widaman, K., & O'Neil, R. Linkages Between Children's Social and Academic Competence: A Longitudinal Analysis. *Journal of School Psychology*, 39, 2007, pp. 463–482. DOI: 10.1016/S0022-4405(01)00084-X

⁸⁷ Lin, J.-C. G., & Yi, J. K. Asian international students' adjustment: Issues and program suggestions. *College Student Journal*, 31(4), 1997, pp. 473–479.

⁸⁸ Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., Demeytenaere, K., Ebert, D. D., Green, J. G., Hasking, P., Murray, E., Nock, M. K., Pinder-Amaker, S., Sampson, N. A., Stein, D. J., Vilagut, G., Zaslavsky, A. M., & Kessler, R. C. The WHO world mental health surveys international college student project: Prevalence and distribution of mental disorders. *Journal of Abnormal Psychology*, 127(7), 2018, pp. 623–638. DOI: 10.1037/abn0000362

⁸⁹ Guillerme, G. *International student mobility Report*, 2021, pp.1-5

international students were estimated to be enrolled in higher education institutions⁹⁰. College adjustment has been a topic of interest for many decades. It is a transitional process that unfolds over time as students learn to cope with challenges of the university environment⁹¹. Depending on the demands of the situation in the continual process of adjustment, one is required to vary behavior and thought in order to produce a more harmonious relationship between oneself and environment⁹². Adjustment to college is a multifaceted process and includes academic⁹³, social emotional, psychological⁹⁴, and sociocultural⁹⁵ components making transition to college both a source of positive and stressful experiences⁹⁶. However, those who are pursuing their higher education in international settings often face additional stressors – adjustment to a foreign culture. Therefore, inclusion of explicit ICC instruction into education is beneficial for successful college adjustment for sending and receiving schools.

Acculturation, or cross-cultural adjustment can be defined as a dynamic, complex, and multidimensional process of adjusting to unfamiliar social, cultural, and educational environments⁹⁷. It is also a process of recognizing, understanding, and incorporating beliefs, values, and behaviors of the host culture into one's behavioral repertoire⁹⁸. There are many models describing stages of cross-cultural adjustment. Lin and

⁹⁰ OECD. (2021). Education at a glance [Data set]. OECD Publishing. 2021, DOI: 10.1787/eag-data-en

⁹¹ Al-Sharideh, K. A., & Goe, W. R. Ethnic Communities within the University: An Examination of Factors Influencing the Personal Adjustment of International Students. *Research in Higher Education*, 1998, 39(6), pp. 699–725.

⁹² Sharma, B. (2012). Adjustment and Emotional Maturity among First Year College Students. 2012, URL: <https://www.semanticscholar.org/paper/Adjustment-and-Emotional-Maturity-among-First-Year-Sharma/c76b64772c371808b74f60d788577a9d9a80f122>

⁹³ Abdullah, M. C., Elias, H., Uli, J., & Mahyuddin, R. Relationship between Coping and University Adjustment and Academic Achievement amongst First Year Undergraduates in a Malaysian Public University. 2010, p. 14.

⁹⁴ Kumaraswamy, N. Academic stress, anxiety and depression among college students – a brief review. *International Review of Social Sciences and Humanities*, 2013, 5, pp. 135–143.

⁹⁵ Sumer, S. (2009). International students' psychological and sociocultural adaptation in the United States. *Counseling and Psychological Services Dissertations*. URL: https://scholarworks.gsu.edu/cps_diss/34

⁹⁶ Salami, S. O. Psychosocial predictors of adjustment among first year college of education students. In *Online Submission* 8(2), 2011, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

⁹⁷ Berry, J. W. Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 2005, p. 697–712. DOI: 10.1016/j.ijintrel.2005.07.013

⁹⁸ Mustaffa, C. S., & Ilias, M. Relationship between students adjustment factors and cross cultural adjustment: A survey at the Northern University of Malaysia. *Intercultural Communication Studies*, 1(22), 2013, p. 22.

Yi (1997) described four stages of adjustment for international students over their four years of undergraduate study. The first stage is a Pre-arrival Adjustment stage that starts before students arrive in the host country. The second stage is the Initial Adjustment stage which lasts approximately 6 months. The next On-going Adjustment stage lasts until the students' graduation. The last stage of adjustment is known as Return-Home Adjustment which starts upon graduation and continues for around six months after returning home.

Given the length of the adjustment process, it is not surprising that acculturation can be a source of stress with negative consequences on students' behavioral health, result in multiple risk factors, and create vulnerability in mental health⁹⁹. Research has shown that international students in general are at high risk of developing mental health problems as a result of acculturative stress¹⁰⁰, and therefore poor college adjustment outcomes.

Cross-cultural adjustment has shown to be positively correlated with academic adjustment¹⁰¹. More specifically, those who adjust well culturally have better academic performance¹⁰², and vice versa¹⁰³. The implications are that those students who have more difficulties with adjustment to new academic systems and (development of new) learning style in a host environment are more likely to encounter challenges in their adjustment. In general, students with poor cultural adjustment perceive academic tasks as more demanding and, as a consequence, are more likely to demonstrate poor academic achievement¹⁰⁴.

⁹⁹ Kim, Y. K., Cronley, C. Acculturative stress and binge drinking among international students in the United States: Resilience and vulnerability approaches. *Journal of American College Health*. 68(2), 2020, pp. 207–218. DOI: 10.1080/07448481.2018.1538998

Zeng, D. Cultural Adaptation in International Students. *Spring*, 6(2), 2017, pp. 38-39.

¹⁰⁰ Constantine, M. G., Okazaki, S., & Utsey, S. O. Self-concealment, social self-efficacy, acculturative stress, and depression in African, Asian, and Latin American international college students. *The American Journal of Orthopsychiatry*, 74(3), 2004, pp. 230–241. DOI: 10.1037/0002-9432.74.3.230

¹⁰¹ Kim, Y. K., Maleku, A., Lemieux, C. M., Du, X., Chen, Z. Behavioral health risk and resilience among international students in the United States: A study of socio-demographic differences. *Journal of International Students*. 2019. Vol. 9, № 1. P. 282–305. DOI: 10.32674/jis.v9i1.264

Zeng, D. Cultural Adaptation in International Students. *Spring*, 6(2), 2017, pp. 38-39.

¹⁰² Nasir, M. (2012). Effects of Cultural Adjustment on Academic Achievement of International Students. *Journal of Elementary Education*, 22(2), pp. 95–103.

¹⁰³ Mustafa, C. S., & Illias, M. Relationship between students adjustment factors and cross cultural adjustment: A survey at the Northern University of Malaysia. *Intercultural Communication Studies*, 1(22), 2013, Article, p. 22.

¹⁰⁴ Nasir, M. Effects of Cultural Adjustment on Academic Achievement of International Students. *Journal of Elementary Education*, 22(2), 2012, pp. 95–103.

Emotional maturity can serve as one of the protective factors of academic and social adjustment among freshmen college students¹⁰⁵. It has been reported that less emotionally mature and more unstable students experience more difficulties with adapting to a new environment¹⁰⁶. A lot of first year students experience mental tensions, increased irritability, anxiety, anger, feeling of loneliness, pessimism, and avoidance of social functions. Students with high emotional intelligence can access, understand, express, and regulate emotions¹⁰⁷. This results in greater ability to cope adaptively with academic, social, personal-emotional challenges in the new environment. As a result, well developed SEL skills, e.g. coping skills and emotional regulation, promotes students' emotional and intellectual growth.

Self-esteem can be defined as one's emotional evaluation an individual makes in the form of approval or disapproval about themselves¹⁰⁸. It plays an important role in college adjustment among students as well¹⁰⁹. Self-esteem indicates a person's competence, capability, successfulness, significance, and worthiness. Overall feeling of self-worth is defined as global self-esteem. Higher levels of global self-esteem are associated with more successful transition to college. In contrast, lower levels of global self-esteem are associated with poorer social adjustment¹¹⁰. Feeling of

¹⁰⁵ Sharma, B. Adjustment and Emotional Maturity among First Year College Students, 2012, pp. 32-37. URL: <https://www.semanticscholar.org/paper/Adjustment-and-Emotional-Maturity-among-First-Year-Sharma/c76b64772c371808b74f60d788577a9d9a80f122>

¹⁰⁶ Salami, S. O. Psychosocial predictors of adjustment among first year college of education students. In Online Submission, 8(2), 2011, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

¹⁰⁷ Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., Demyttenaere, K., Ebert, D. D., Green, J. G., Hasking, P., Murray, E., Nock, M. K., Pinder-Amaker, S., Sampson, N. A., Stein, D. J., Vilagut, G., Zaslavsky, A. M., & Kessler, R. C. The WHO world mental health surveys international college student project: Prevalence and distribution of mental disorders. *Journal of Abnormal Psychology*, 127(7), 2018, pp. 623–638. DOI: 10.1037/abn0000362

¹⁰⁸ Salami, S. O. Psychosocial predictors of adjustment among first year college of education students. In Online Submission, 8(2), 2011, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

¹⁰⁹ Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, 48(3), 2007, pp. 259–274. DOI: 10.1353/csd.2007.0024

¹¹⁰ Hickman, G. P., Bartholomae, S., & McKenry, P. C. Influence of parenting style on the adjustment and academic achievement of traditional college freshmen. *Journal of College Student Development*, 41, 2000, pp. 41–54.

Moon-Seo, S. K., Sung, J., Moore, M., & Koo, G.-Y. (2021). Important role of parenting style on college students' adjustment in higher education. *Educational Research: Theory and Practice*, 32(2), 2021, pp. 47-61.

confidence and one's ability to successfully solve academic, social emotional problems are positively associated with overall adjustment¹¹¹.

Perceived social support is one's subjective perception of availability of assistance and support from family, friends, and other people. Salami (2011) suggests that social support might be expressed in the form of positive social interactions (spending time with family, friends, and classmates), guidance and feedback (instruction and advice), non-directive support (intimacy and trust), and tangible assistance (money, materials, housing). A number of studies have found the association between perceived social support and emotional, personal, social, and academic adjustment as well as physical well-being among first year college students¹¹². New coming students with higher levels of perceived social support were found to be better adjusted to college¹¹³ and report better psychological and physical well-being¹¹⁴. Salami (2011) also suggested that it is easier to solve academic, social, personal, and emotional problems in a new environment when support from parents and friends is available.

Psychosocial problems were also reported to be closely associated with psychopathology. Psychosocial problems can be defined as unhealthy, maladaptive, or negative intrapersonal emotional and behavioral states which often lead to maladaptive, negative and unhealthy interpersonal networks, human relationships, social connections and overall social malfunctioning¹¹⁵. According to Lucas¹¹⁶, psychosocial problems usually occur among university students during study or examination times, when entering university, and during important events in the student's personal and family life. These are stressful events, and psychosocial experiences directly influence students' ability to function effectively in social activities, family, and classrooms. Such experiences may often result in

¹¹¹ Salami, S. O. Psychosocial predictors of adjustment among first year college of education students. In Online Submission, 8(2), 2011, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

¹¹² Salami, S. O. Psychosocial predictors of adjustment among first year college of education students. In Online Submission, 8(2), 2011, pp. 239–248. URL: <https://eric.ed.gov/?id=ED519567>

¹¹³ McLean, L., Gaul, D., & Penco, R. Perceived Social Support and Stress: A Study of 1st Year Students in Ireland. *International Journal of Mental Health and Addiction*, 2022, pp. 1-21. DOI: 10.1007/s11469-021-00710-z

¹¹⁴ Wei-ling, W., & Dan-min, M. Research review of college students' psychological quality. *US-China Education Review*, 4(3), 2007, pp. 54-59.

Welsh, M., Parke, R., Widaman, K., & O'Neil, R. Linkages between children's social and academic competence: A longitudinal analysis. *Journal of School Psychology*, 39, 2007, pp. 463–482. DOI: 10.1016/S0022-4405(01)00084-X

¹¹⁵ Bano, A., & Iqbal, N. Psychosocial, emotional problems and development of Psychopathology among university students. *Clinical and Experimental Psychology*, 04(04), 2008, DOI: 10.4172/2471-2701.1000201

¹¹⁶ Lucas, C. J. Psychological problems of students. *Br Med J*, 2(6049), 1976, pp. 1431–1433. DOI: 10.1136/bmj.2.6049.1431

burnout among students. The consequences can lead to different forms of psychopathology, which can persist later in life¹¹⁷.

If unnoticed and not resolved, such complications in addition to prolonged emotional distress, psychopathology, might lead to decreased working or studying days¹¹⁸ academic failure, and school leaving¹¹⁹. Moreover, lack of intervention can lead to academic underachievement and increase in antisocial behavior¹²⁰. Buckley (in 2009) found that psychosocial problems hindered students' ability to engage fully in the educational process with one thirds of students failing to learn. Students with high emotional distress also tend to build poor relationships, are less likely to graduate¹²¹, and also report suicidality¹²².

Thus, it is not surprising that building positive relationships with local students was found to be an important factor that affects cross-cultural adjustment and academic achievement among international students. International students need to cope with feelings of stress related to simultaneously missing parents, friends, places, trying to build new social networks, and adjusting to new environmental, educational, societal, and cultural demands. Even though international students do build friendships and get academic support in their cultural groups, many of them face difficulties with building strong relationships with local students. This can limit international students' access to support within and beyond the university and therefore impede cultural adjustment and negatively impact

¹¹⁷Sheth, C., McGlade, E., & Yurgelun-Todd, D. Chronic stress in adolescents and its neurobiological and psychopathological consequences: An RDoC perspective. *Chronic Stress*, 1, 2017, pp. 1-22. DOI: 10.1177/2470547017715645

¹¹⁸ Falavigna, A., Teles, A. R., Mazzocchin, T., de Braga, G. L., Kleber, F. D., Barreto, F., Santin, J. T., Barazzetti, D., Lazzaretti, L., Steiner, B., & Beckenkamp, N. L. Increased prevalence of low back pain among physiotherapy students compared to medical students. *European Spine Journal: Official Publication of the European Spine Society, the European Spinal Deformity Society, and the European Section of the Cervical Spine Research Society*, 20(3), 2011, pp. 500–505. DOI: 10.1007/s00586-010-1646-9

¹¹⁹ Toews, M. L., & Yazedian, A. College Adjustment among Freshmen: Predictors for White and Hispanic males and females. *College Student Journal*, 41(4), 2007, pp. 891–900.

¹²⁰ Ahmad, A., Khaliq, N., Khan, Z., & Amir, A. Prevalence of psychosocial problems among school going male adolescents. *Indian Journal of Community Medicine*, 2007, p. 32. DOI: 10.4103/0970-0218.36836

¹²¹ Salzer, M. S. A comparative study of campus experiences of college students with mental illnesses versus a general college sample. *Journal of American College Health: J of ACH*, 2012, 60 (1), pp. 1–7. DOI: 10.1080/07448481.2011.552537

¹²² Taliaferro, L. A., Muehlenkamp, J. J., & Jeevanba, S. B. Factors associated with emotional distress and suicide ideation among international college students. *Journal of American College Health: J of ACH*, 68(6), 2020, pp. 565–569. DOI: 10.1080/07448481.2019.1583655

adjustment outcomes¹²³. For example, Hayani¹²⁴ found that some Indonesian students being unable to adapt to Malaysian culture reported high stress levels and tended to return to their hometowns for some period of time. Kim and Cronley¹²⁵ also found negative associations between resilience and acculturative stress, mental health (depression and anxiety), binge drinking, and other health related risk behaviors. Therefore, it is important to improve student resilience by improving their ICC, help them understand a new culture and build viable social relationships with classmates (both international and local) for better academic and psychosocial outcomes. This is where well developed SEL skills can help to mitigate the stressors related to college adjustment and foster successful outcomes.

One of the interventions to improve the adjustment process and ability to cope with chronic stress might include development of positive health-promoting skills. More specifically, the intervention can target development, reinforcement, and supporting internal assets, such as social-emotional skills (relationship building skills, social awareness, self-awareness, emotional regulation, and responsible decision making), healthy behavior habits, self-efficacy, and personal competency. Strong and healthy social ties were found to be greatly correlated with better health and life satisfaction¹²⁶. Li and Gasser (2005) found that cross-cultural self-efficacy and contact with people in the host country were positively associated with successful college adjustment among international students from 17 Asian countries studying the North American schools. Therefore, the more interactions international students have with the host country and environment, the more connections they develop and thus understand the host's culture. This gives them more chances they to develop adaptive culturally appropriate social emotional skills (ICC) which will help them adjust to the new environment and cultures¹²⁷.

¹²³ Furnham, A. Foreign students: Education and culture shock. *The Psychologist*, 17(1), 2004, pp. 16–19.

¹²⁴ Hayani, O. Faktor Yang Mempengaruhi Penyesuaian Pelajar Siswazah Indonesia Di Universiti Putra Malaysia [Universiti Putra Malaysia]. 2004, URL: http://psasir.upm.edu.my/id/eprint/288/1/549548_FPP_2004_6.pdf

¹²⁵ Kim, Y. K., & Cronley, C. Acculturative stress and binge drinking among international students in the United States: Resilience and vulnerability approaches. *Journal of American College Health*, 68(2), 2020, pp. 207–218. DOI: 10.1080/07448481.2018.1538998

¹²⁶ Sabouripour, F., & Roslan, S. B. Resilience, Optimism and Social Support among International Students. *Asian Social Science*, 11(15), 2015, p. 159. DOI: /10.5539/ass.v11n15p159

¹²⁷ Zeng, D. Cultural Adaptation in International Students. *Spring*, 6(2), 2017, pp. 38-39.

6. Role of web-oriented technologies in development of social emotional competences (ICCs)

Social emotional skills, such as intercultural competencies and relationship building skills in the context of intercultural relationships, play an important role in cross-cultural adjustment, and can be developed differently. Advances in technology provide educators with additional tools to develop such competences across educational levels such as primary, secondary, and higher education, as well as across both formal and informal settings¹²⁸. SEL curricula should be available in both face-to-face and online learning (or in a blended version) and promote taking care of themselves, students, families, and communities for best outcomes¹²⁹. Today's technology allows us to successfully deliver direct and indirect instruction across a variety of technological settings and software.

Students in research based graduate programs often face complex concepts or processes that are often considered to be difficult to grasp. Recently in a knowledge-based society, education has been focusing on how to shift a learner's position from a passive to an active one. This active position creates more opportunities for students to connect theory to practice and vice versa and to exchange practical knowledge with other learners. Gayevska and Kravtsov and Soroko¹³⁰ found that students showed better results in oriental language acquisition as a result of project based assignments. The learners needed to create different games and educational products (self-assessments, tests, peer-to-peer assessments) which reflected specific educational content they were covering. Such inquiry-based and project-based approaches in teaching delegate responsibility for learning to students. Under these conditions, education becomes a special place and a priority component of student social life, social and cultural phenomenon, unique system, ensuring the accumulation of knowledge, skills, and human intellectual development¹³¹.

¹²⁸ Iun, A., Whitehouse, A., Ervin, A., Ashley, M., Cook, A. L., & Murphy, K. Virtual Poster: Dialogic Reading and Mixed Reality Simulations to Facilitate SEL. [Poster Session]. 2020. URL: <https://apps.nasponline.org/resources-and-publications/resources/virtual-posters/viewer.aspx?ID=2145>

¹²⁹ D'Emidio-Caston, M. Addressing Social, Emotional Development, and Resilience at the Heart of Teacher Education. *Emotional Development*, 2019, pp.116-149.

¹³⁰ Gayevska, O., Kravtsov, H. Approaches on the augmented reality application in Japanese language learning for future language teachers. *Educational Technology Quarterly*, 2022(2), pp.105–114. DOI: 10.55056/etq.7

Gayevska, O. , Soroko, N. The Pedagogic strategies with immersive technologies for teaching and learning the Japanese language. *Information Technologies and Learning Tools*, 2022, 92(6), pp. 99–110. DOI: 10.33407/itlt.v92i6.5133

¹³¹ Gayevska O., Stryzhak O., Dovgy S., Demianenko V., Popova M., *Cognitive digital platforms of scientific education*, No. 19, 2021, pp. 35–47, DOI: 10.31392/iscs.2021.19.035

It is easier to develop ICC in educational settings when such skills are supported on the governmental level. One of such systems level support is the Ukrainian law “Strategy for the development of higher education in Ukraine for 2021–2031”¹³² which states that one of the main tasks of higher education is to internationalize scientific and educational processes. This orientation on bilateral and multilateral agreements with foreign research institutions and higher education institutions has positive implications in the context of current requirements for the study of Oriental languages, including the Japanese language. For example, the Department of Languages and Literatures of the Far East and Southeast Asia of Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv is currently conducting a study “Current issues of linguistics, literature and education in the Far East and Southeast Asia” with web-oriented technologies being one of the research targets. In general, this governmental initiative has been positively supported by educators and students. Web-oriented technologies enriched the learning experience and help students to develop necessary skills and gain appropriate cultural knowledge base for further international education experiences, such as participation in student exchange programs and getting graduate degrees of different levels¹³³.

Another example of governmental systems level support of SEL skills development is the adoption of law No. 185 by the Kyrgyz government in 2015 with the goal to promote children’s mental health (Ministry of Justice of the Kyrgyz Republic, 2015). The Kyrgyz government then adopted a program on the protection of the mental health of residents of Kyrgyzstan for 2018-2030. One of the main goals is to prevent suicides and support the mental health of children, adolescents, youth, and the whole nation (Ministry of Justice of the Kyrgyz Republic, 2018). One of the ways to address the current Kyrgyz government mental health policies is to provide educators with necessary skills to develop SEL skills among their

¹³² Стратегія розвитку вищої освіти в Україні на 2021–2031 рр. “Про вдосконалення вищої освіти в Україні” від 03.06.2020 № 210/2020 [електронний ресурс] / Проект, підготовл. на вик. Указу Президента України. – С. 71 Режим доступу: <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>

¹³³ Гаєвська О.В. Вступ. *Міжкультурна комунікація: теорія та практика*, Київ, ВПЦ “Київський університет”, 2021. с. 6-7

Gayevska, O. V., & Iun, A. Group method implementation for formation of students’ intercultural competencies in formal education institutions: Behavioral approach. *Publishing House “Baltija Publishing.”*, 2022, pp. 386-388. DOI: 10.30525/978-9934-26-227-2-98

students (World Economic Forum, 2016)¹³⁴. A current ongoing study on effectiveness of SEL intervention in Krygyz schools that involves online training and supervision of teachers in primary schools is already getting positive social validity and feedback. The teachers report improved interpersonal relationships between them and students as well as increased sense of effectiveness at addressing behavioral and emotional challenges of students¹³⁵.

ICC can be developed in the context of teaching foreign languages. In general there are two modalities of teaching oriental languages – traditional and via web-oriented technologies. Traditional foreign language teaching in tertiary institutions promotes specific standardized (by institutions) behaviors, rules, norms, and etiquette clichés. This approach is insufficient for ICC acquisition and usability since 1) the ability to understand all the cultural peculiarities and norms that determine mentality and behavior patterns of its representatives and 2) the ability to develop and adjust one’s own communicative and behavioral strategy in the process of communication with them can be only developed when students are given multiple chances to practice ICC¹³⁶. It is not always possible to create such real-life conditions where students constantly have an opportunity to practice ICC and integrate them fully into their behavioral repertoire.

However, modern information and communication technologies (ICT), such as Google Earth VR and AR, platform Engage, etc., allow to breach this gap. Such blended learning helps to recreate real-life conditions¹³⁷ for the students to develop ICC. Current technological advances help to provide education online which is very helpful for remote regions and when education face-to-face is not possible. The use of ICT in educational training helps institutions to develop students with advanced ICC in addition to foreign language acquisition. Therefore, these students have better chances to be employed and financially stable.

¹³⁴ World Economic Forum. . New vision for education: Fostering social and emotional learning through technology | VOCEDplus, the international tertiary education and research database. 2016, p.35. URL: <https://www.voced.edu.au/content/ngv%3A78129>

¹³⁵Iun, A. (n.d). Implementation of Tuning In To Kids Social-Emotional Learning Program in The Kyrghyz Republic [Unpublished doctoral dissertation]. University of Massachusetts Boston. p. 155.

¹³⁶ Nelson, D. Byod. *Internet@Schools*, 19(5), 2012, pp. 12–15. URL: <http://www.internetatschools.com/>

¹³⁷ Gayevska, O., Kravtsov, H. Approaches on the augmented reality application in Japanese language learning for future language teachers. *Educational Technology Quarterly*, 2022(2), pp.105–114. DOI: 10.55056/etq.7

CONCLUSION

Strong social emotional skills (including intercultural communicative competencies) are crucial for students across all educational levels, primary, secondary, and tertiary, for successful life adjustment whether it is reflected in cross-cultural adjustment or adjustment to various educational settings or both. Despite the fact that this complex approach to education, that takes into consideration student's psychosocial and academic functioning in cross-cultural context, is not in-depth researched and implemented on all educational levels in formal and informal settings, the current life circumstances warrant its necessity. This means that education should be flexible and adaptive to current demands that include rapid globalization tendencies, high human mobility, economic mobility, increased need for international relations, exchange of international workforce, and need for strong well-being.

Since education is a two way process, where both students and educators contribute to it equally, this mutual education process in the context of ICC development should be based on four pedagogical aspects: context, identity, affective and cognitive variables, and critical practice. These aspects should also integrate SEL skills to prepare culturally competent students with strong chances to succeed in the labor market across countries. Integration of SEL into academic instruction has shown a positive impact on academic success of students, as well as their psychosocial well-being and adaptability. There are other factors related to positive outcomes of acculturation. The research has shown that greater contact with people in the host country and culture, is positively associated with successful cross-cultural adjustment of international students and positive academic and psychosocial functioning. Multiple interactions with locals help to better develop ICC and understand the host's culture¹³⁸.

People need strong SEL skills to adapt and survive. There are numerous SEL frameworks (CASEL model, Big Five personality Traits, Social, Emotional, and Ethical (SEE) Learning Framework, OECD, Employability SKills, Young Adult Success and others (Easel Lab) that researchers and educators can refer to in order to enrich their educational and research practices and promote student learning. We chose the CASEL SEL framework as an example to show the existing research findings and how to integrate them into academic instruction to promote cross-cultural adjustment. The CASEL framework includes five interrelated sets of affective, cognitive, and behavioral competencies: self-

¹³⁸ Гасвська О.В. Вступ. *Міжкультурна комунікація: теорія та практика*, Київ, ВПЦ "Київський університет", 2021. с. 6-7.

awareness; self-management; social awareness, relationship skills, and responsible decision making.

Despite the fact that all the above-mentioned social problems can manifest themselves in all countries without exception, they have become especially acute for societies like Ukraine, the Kyrgyz Republic, and other post-Soviet countries that are going through a lot of transition. Such transitions are accompanied with various consequences both positive and stressful and even traumatic. Such transitions have shown an urgent need for strong SEL skills needed for ever changing demands from the environment people are in.

One of the ways to develop strong SEL skills, including ICC, is to integrate web-oriented technologies into academic instruction. Governmental systems level support have been shown to be influential in promotion of web-oriented technologies. Both blended learning and distant learning have shown positive results in academic instruction as well as SEL skills development which provides 1) educators with a lot of tools and 2) learners with opportunities to develop SEL skills to proficiency. Technological advances not only enrich student learning but also are helpful at providing education to remote areas and in conditions where face-to-face learning is not possible.

SUMMARY

Learning is an inherently social process. Strong social emotional skills (e.g. intercultural communicative competencies) are crucial for students' behavioral repertoire across all educational levels for successful life adjustment whether it is reflected on the cross-cultural adjustment level or in the adjustment to various educational settings or both. Given the global context full of transitions, high human mobility, increased importance of international relations, and other factors affecting student adjustment to all educational institutions, there is a strong need for a complex approach to education that takes into consideration student's psychosocial and academic functioning in a cross-cultural context. The importance of development of intercultural communicative competence (ICC) is beginning to be recognized by a lot of post-Soviet educational institutions. For example, the Department of the Far East and Southeast Asia Languages and Literature of Taras Shevchenko National University of Kyiv recently performed activities devoted to ICC development among students via web-oriented technologies which shows increasing applicability and usability of web-oriented technologies in ICC development as a part of a complex educational model. Such technological advances can provide students with more opportunities (trials) to acquire,

reach fluency, generalize, adapt, and, therefore, maintain ICCs for a long period of time.

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