

## PEDAGOGY

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### **Socio-emotional learning (SEL) in higher education: a study of the mechanisms of influence**

The role of socio-emotional learning (SEL) in higher education is investigated, with an emphasis on the mechanisms of its influence on students' academic motivation. The authors rely on the CASEL model, identifying five key SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In the context of the theory of self-determination, it is emphasized how SEL satisfies basic psychological needs (autonomy, competence, social connectedness), contributing to the transition to intrinsic motivation. The distinguishing features of university SEL from school SEL are related to student autonomy and integration into academic practice. A theoretical model of the interaction of SEL competencies with motivation through mediators (self-efficacy, stress tolerance) is proposed. Practical recommendations for implementation (tutoring, training), limitations of research, and prospects for longitudinal and experimental work are discussed.

**Key words:** social-emotional learning, SEL, higher education, academic motivation, self-regulation, empathy, self-determination theory, CASEL.

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