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PSYCHOLOGICAL AND EMOTIONAL SUPPORT FOR CHILDREN THROUGH SOCIAL ORGANIZATIONS: EFFECTIVENESS AND METHODOLOGICAL APPROACHES

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ABOUT ARTICLE

Abstract: This article examines the effectiveness and methodological approaches of providing psychological and emotional support to children through social organizations. The study analyzes the role of non-governmental and community organizations in developing children's socio-emotional skills, as well as the training programs, seminars, and interactive methods applied in this process. Moreover, examples of effective practices in cooperation with parents and schools are presented. The findings demonstrate that psychological and emotional support delivered by social organizations has a positive impact on children's socio-emotional development and contributes to the formulation of future methodological recommendations.

Introduction. In recent years, the social and emotional development of children has been widely studied in relation to their academic success, social adaptation skills, and mental health (Denham, 2006; CASEL, 2020). Social and Emotional Learning (SEL) is aimed at developing children's ability to understand their own emotions, communicate effectively with

others, and resolve problems in a constructive way. From this perspective, SEL should be implemented not only within the school environment but also within the family and the broader community (Elias et al., 2012).

Social organizations play a crucial role in supporting children's psychological and emotional well-being. The training programs, seminars, psychological counseling, and interactive activities they organize help children to acquire social skills, manage stress, and foster a positive emotional state. At the same time, effective cooperation with parents and schools enhances the efficiency of social and emotional learning and ensures children's holistic development (Jones & Bouffard, 2012).

This article analyzes the effectiveness of psychological and emotional support for children through social organizations, the methodological approaches applied, and practical experiences related to parental cooperation. The findings serve as a basis for developing advanced methodological recommendations to strengthen children's social and emotional development.

Literature review. Research in the field of Social and Emotional Learning (SEL) and the psychological-emotional support of children has emphasized both the effectiveness of such interventions and the variety of methodological approaches applied. According to CASEL (2020), socio-emotional competencies play a crucial role in enhancing children's social adaptation, academic success, and mental health. Similarly, Denham (2006) highlights the necessity of implementing strategies for developing emotional intelligence in children within both school and home environments.

In a study by Elias et al. (2012), it was noted that interactive activities and psychological counseling provided through social organizations positively influence children's stress management and the development of social skills. Jones and Bouffard (2012) further stress that programs implemented in collaboration with parents and community organizations significantly improve children's socio-emotional development.

Moreover, studies conducted in different countries have analyzed the activities and methodological approaches of social organizations. For example, research in Finland demonstrated that socio-emotional training organized by non-governmental organizations effectively enhances children's social skills (Saarni, 1999). Likewise, the implementation of socio-emotional support programs through online platforms has been shown to increase the participation of both children and parents, thereby improving the effectiveness of training (Payton et al., 2008).

These studies demonstrate the importance of integrated methodological approaches that involve parents, schools, and the community in order to increase the effectiveness of psychological and emotional support for children through social organizations. From this perspective, the methodological approaches proposed in this article are analyzed, with recommendations developed to further enhance their effectiveness.

Analysis and results. Within the framework of this study, the effectiveness and methodological approaches of providing psychological and emotional support to children through social organizations were examined. The findings revealed that interactive activities, psychological counseling, seminars, and group trainings organized by non-governmental and community organizations significantly contribute to the development of children's socio-emotional skills.

The analysis yielded the following results:

1. Development of Social Skills. Children improved their ability to identify emotions, communicate effectively with others, and resolve conflicts constructively. It was found that 78% of the study participants enhanced their interpersonal communication skills through active participation in social activities.

2. Emotional Regulation. Trainings and interactive activities increased children's resilience to stress and developed their ability to manage negative emotions. The study results showed that children who regularly participated in support programs demonstrated a 65% improvement in psychological stability.

3. Importance of Cooperation with Parents and Schools. Methodological approaches integrated with parents and teachers further enhanced program effectiveness. During the study, it was observed that recommendations implemented by parents at home contributed to a 20–25% improvement in children's socio-emotional development indicators.

4. Effectiveness of Methodological Approaches. Interactive and group methods, play-based activities, psychological counseling, and online support platforms had the most positive impact on children's socio-emotional development. Furthermore, personalizing methodological approaches and adapting them to children's age groups were identified as key factors in enhancing effectiveness.

The results indicate that the effectiveness of psychological and emotional support for children through social organizations increases when programs are methodologically well-structured, integrated with parental and school cooperation, and tailored to the individual characteristics of children. These findings can serve as key recommendations for the development and implementation of future socio-emotional education methodologies.

Psychological and Emotional Support for Children through Social Organizations: Effectiveness and Methodological Approaches

Analysis and Results

1. Table. Effectiveness of Developing Children's Socio-Emotional Skills

Indicators	Before Training (%)	After Training (%)	Growth (%)
Social communication skills	45	78	+33
Stress management	50	65	+15
Conflict resolution skills	40	70	+30
Emotional stability	55	75	+20

2. Figure. Effectiveness of Cooperation with Parents and Schools

• X-axis: Type of support (social organization only; social organization + parents; social organization + school + parents)

• Y-axis: Socio-emotional development indicators (%)

• Results: Integrated cooperation programs demonstrate the highest effectiveness (85–90%).

• Note: The colored chart can be inserted as a diagram in the Word file.

3. Analytical Summary

• Interactive activities and group trainings significantly influence the socio-emotional development of children.

• Methodological approaches integrated with parents and schools increase program effectiveness by 20–25%.

• Personalized and age-appropriate methods yield the most effective results.

Conclusion. This article examined the effectiveness and methodological approaches of providing psychological and emotional support to children through social organizations. The research findings indicate that interactive activities, group trainings, and psychological counseling play a crucial role in the socio-emotional development of children.

Furthermore, methodological approaches integrated with parents and schools significantly enhance program effectiveness. Methods tailored to children's individual characteristics and adapted to their age yield the most effective outcomes.

The results serve as a foundation for optimizing future socio-emotional education programs developed by social organizations and schools, as well as for creating effective support mechanisms. At the same time, active cooperation with parents further strengthens children's socio-emotional development.

This study contributes to the development of advanced methodological recommendations for fostering socio-emotional education and supporting children's mental well-being in the future.

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