

The article analyses social and emotional learning (SEL) as a didactic tool for adapting the national education system of Ukraine to military challenges. The relevance of introducing SEL in formal school education in the context of Russian military aggression, which has been ongoing since 2014 and escalated into a full-scale invasion in 2022, is revealed. It is emphasised that the war has caused significant risks to students' safety, psychological well-being and academic achievements, so it is necessary to integrate social and emotional learning into the educational process in the current realities.

The article analyses current research and publications of Ukrainian scientists (2022-2025), regulatory documents of the New Ukrainian School reform and practical experience implementing the SEL. The main focus is on how the SEL contributes to the formation of resilience and emotional safety of students (*Matvienko, 2024*), reduces negative phenomena (stress, bullying, aggression) and supports learning despite traumatic circumstances. The article outlines the scientific novelty in combining SEL with measures to adapt education during the war. It presents an analysis of the effectiveness of such adaptation measures in Ukrainian schools and ideas for further implementation (*Elkin et al., 2024*).

It is concluded that integrating SEL in the context of the reform of the new Ukrainian school is key to creating a safe, supportive environment that will ensure the emotional well-being of students and the sustainability of Ukraine's educational system.

The aim of the study to theoretically substantiate the need for SEL as a didactic tool for adapting national education in the context of military challenges. Objectives of the study: to identify the challenges faced by national education as a result of Russian aggression (2014-2025), taking into account the needs of students; to analyse modern scientific works on SEL; to identify the positive aspects of using SEL in creating a safe, educational environment conducive to the preservation of the physical and psycho-emotional health of students.

Conclusions. The study confirms the significant potential of social and emotional learning as an effective didactic tool for adapting national education to military challenges in several key aspects, in particular:

- meets the public demand for psychological stability of participants in the educational process: Ukrainian society is undergoing large-scale transformations caused by war, information aggression, and the need to strengthen statehood and defence capabilities. In this context, the SEL plays a key role in maintaining the psycho-emotional state of students and teachers, developing their resilience, empathy, responsibility, cooperation and conflict resolution skills in the context of martial law and post-war recovery;
- ensures the creation of a psychosocially safe environment, preserves the continuity of the educational process and overcomes the psychological consequences of war through the development of emotional intelligence, empathy and non-violent communication skills. Integrating SEL into educational programmes and leisure activities increases children's psychological resilience, develops tolerance and mutual support, and helps reduce destructive phenomena in educational teams. Thus, the issue of social and emotional learning is gaining not only theoretical but also practical significance;
- demonstrates adaptability to the methods and techniques of forming key and subject competencies defined by state education standards, despite the existing barriers and challenges associated with limited resources, traumatic experiences of participants in the educational process, promotes respect for public morality and values, in particular, forms in students a desire for understanding between participants in the educational process.

Further research in this area could study the long-term impact of SEL interventions on students' academic performance.

Key words: social and emotional learning, new Ukrainian school, military challenges, psychological resilience, emotional intelligence, education in war, psychosocial support.