

Developing Students' Social-Emotional Competences in A Digital Learning Environment

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Abstract: This scientific article analyzes the pedagogical, psychological and methodological foundations of supporting the socio-emotional development of students in a digital educational environment. The widespread introduction of modern information and communication technologies into the educational process has a significant impact not only on the learning activities of students, but also on their emotional state, communicative competence, social adaptation and personal development.

Keywords: Digital learning environment, socio-emotional development, emotional intelligence, pedagogical technologies, interactive methods, communicative competence, virtual collaboration, reflection, digital pedagogy, innovative education.

Introduction: Today's globalization and digitalization processes have brought fundamental changes to the education system, along with all spheres of society, and require the organization of the content, form and methods of education based on new approaches. In particular, the educational environment created using digital technologies not only facilitates the process of acquiring knowledge for students, but also affects their socio-emotional development. Because a modern student must not only work with information, but also have such competencies as working in a team, managing their emotions, understanding others and adapting to various social situations.

The widespread development of the digital learning environment is creating new demands on the psychological state and emotional activity of students. As a result of the increase in virtual communication, the expansion of distance learning, and the prolonged use of digital tools, in some cases students experience loneliness, stress, communication difficulties, and emotional stress. Therefore, the issue of supporting the socio-emotional development of students in the educational process is emerging as one of the urgent

pedagogical problems.

Social-emotional development helps students develop the skills to understand and manage their emotions, express empathy, communicate effectively with others, and make responsible decisions. These competencies are important factors in students' academic success, social adaptation, and future professional activities. Therefore, developing effective methodologies to support social-emotional development in a digital learning environment is of great scientific and practical importance.

Social-emotional development consists of the following key components:

- Self-awareness is a person's understanding of their own feelings, needs, and capabilities.
- Self-management – controlling emotions, managing stress, and taking responsible actions.
- Social awareness – understanding the emotions of others and showing empathy.
- Communication skills – effective communication and collaboration.
- Responsible decision-making – making rational

and ethical decisions in different situations.

Modern research shows that students with highly developed social-emotional competencies achieve high academic results, effectively resolve conflict situations, and have psychological stability.

specific aspects of socio-emotional development in the digital learning environment . Through virtual communication tools, students come into contact with different social groups, exchange ideas and express their positions. This process, while serving to develop communicative and emotional competencies, also poses certain risks. Therefore, educators should use special methodologies to monitor and support the emotional state of students.

students, it is necessary to create certain pedagogical conditions. Such conditions include the content, methods, technologies and communicative environment of education.

First of all, it is important to create a psychologically favorable environment in the educational process. The student will be emotionally active in an environment where he can freely express his thoughts, is not afraid of making mistakes, and is supported by the teacher.

Secondly, it is necessary to use digital tools purposefully. Interactive platforms, virtual group assignments, online discussions, and multimedia materials increase the emotional engagement of students.

Third, teachers need to develop their digital pedagogical competencies. Educators need to know not only how to use technological tools, but also how to identify and support students ' emotional needs.

Fourth, it is important to strengthen cooperation with parents. Because the emotional development of students is also closely linked to the family environment. Regular communication with parents and providing recommendations through digital platforms will yield positive results.

Fifth, it is necessary to introduce a reflexive approach. Reflection allows students to analyze their own activities, feelings, and the communication process.

for supporting students' social and emotional development in a digital learning environment should be structured in a systematic and step-by-step manner. This methodology includes the following components:

Diagnostic stage. At this stage, the socio-emotional state of students, their communicative activity, emotional intelligence, and the level of adaptation to the virtual environment are determined. This involves the use of online questionnaires, psychological tests, reflective diaries, and virtual observation methods. Based on the diagnostic results, the individual characteristics of students are identified and a suitable pedagogical approach is selected for them.

Motivational stage. At this stage, attention is paid to increasing students' interest in socio-emotional development. To form motivation: interactive games, gamification elements, multimedia materials, methods of creating success situations are used. Creating an atmosphere of mutual respect, cooperation and emotional support among students is one of the main tasks of this stage.

Active stage. This stage is the main part of the methodology. It involves students in various interactive activities. The following methods are effective in the active stage:

1. Collaborative learning method. By working in virtual groups, students develop communicative competence, empathy, and responsibility. Students learn to cooperate with each other and respect each other's opinions, based on a common goal.
2. Problem-solving method. Students are presented with various socio-emotional situations and asked to independently analyze and find solutions. This method develops critical thinking and responsible decision-making skills.
3. Reflection method. At the end of the lesson, students reflect on their feelings, activities, and communication process. This process serves to develop self-awareness and emotional management.
4. Digital storytelling method. Students create stories on social and emotional topics using multimedia tools. This method develops creativity, empathy, and communicative competence.
5. Virtual debates and forums. Through online discussions, students learn to justify their opinions, understand the perspectives of others, and communicate in a civilized manner.

Reflective-analytical stage. At this stage, the dynamics of students' social-emotional development are

analyzed. Based on the results, appropriate changes and improvements are made to the methodology.

Innovative technologies play an important role in supporting socio - emotional development in a digital learning environment. In particular, artificial intelligence, virtual reality, mobile applications and multimedia platforms allow students to activate their emotional activity. With the help of virtual reality technologies, students are artificially involved in various social situations and develop skills in solving problematic situations. These technologies are an effective tool for building empathy and communicative competence. Artificial intelligence-based educational systems have the ability to identify individual needs of students, monitor their emotional state and provide appropriate recommendations. Gamification technologies are also important in increasing student motivation. Points, ratings, virtual rewards and interactive tasks increase students' desire to actively participate.

CONCLUSION

In conclusion, the digital learning environment creates broad opportunities for the socio-emotional development of students. The use of innovative pedagogical technologies, interactive methods and reflexive approaches in this environment serves to develop students' emotional intelligence, communicative competence and social activity. The systematic application of methods for supporting socio - emotional development in a digital learning environment increases students' psychological stability, motivation and educational effectiveness. In the future, it is advisable to continue scientific research in this area to further improve socio-emotional development using adaptive systems based on artificial intelligence, virtual reality technologies and digital pedagogical monitoring tools.

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