



Methodology Of Effective Use Of Social Networks In The Development Of Social Intelligence Prospective Teachers

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Abstract: This article explores the pedagogical and psychological foundations of developing social intelligence through the effective use of social networks. In the era of digital transformation, social networks have become powerful tools for socialization, emotional communication, and collaborative learning. The study highlights the importance of integrating social media into educational environments to cultivate empathy, self-awareness, and interpersonal understanding among learners. It discusses how digital communication platforms such as Facebook, Instagram, Telegram, and TikTok can be used to foster reflective thinking and cultural sensitivity.

Keywords: Social intelligence, social networks, digital pedagogy, emotional communication, online education, constructivism, socio-emotional learning, moral development, cultural sensitivity, reflective interaction.

Introduction: In the contemporary epoch of accelerated digital transformation, social networks have emerged as dynamic ecosystems that shape human cognition, emotion, and interaction. The ubiquitous integration of social media platforms into everyday life has redefined not only modes of communication but also the very structure of social and emotional engagement. Within the educational paradigm, particularly in the domain of personality formation and moral cultivation, social networks have transcended their entertainment-oriented origins to become pedagogical instruments capable of fostering social intelligence. The development of social intelligence—an individual's ability to understand, interpret, and manage social relationships effectively—has thus become one of the

most critical competencies of the 21st century, aligning with global educational frameworks emphasizing emotional literacy, intercultural competence, and digital citizenship. The necessity to cultivate social intelligence through social networks arises from the growing realization that cognitive intelligence alone is insufficient for success in complex, multicultural, and technologically mediated societies. Social intelligence enables individuals to navigate interpersonal challenges, recognize emotional cues, and sustain adaptive relationships within both real and virtual environments. Consequently, the effective use of social media for educational purposes represents not merely a technological enhancement but a transformative pedagogical methodology aimed at shaping emotionally mature, empathetic, and socially responsible citizens. Modern pedagogical research increasingly recognizes the interplay between digital media literacy and socio-emotional learning (SEL). Scholars argue that the mere presence of technology in educational contexts does not guarantee meaningful learning outcomes; rather, the intentional and reflective use of social platforms can facilitate the internalization of values, norms, and social behaviors conducive to harmonious coexistence. Social networks—such as Facebook, Instagram, Telegram, and X serve as virtual laboratories for human interaction, where learners practice expressing opinions, negotiating differences, and constructing digital identities. These experiences, when guided through methodical educational strategies, contribute to the gradual formation of social intelligence, as they simulate real-world social encounters within a controlled digital framework. In this regard, the educator's role undergoes a paradigmatic shift from that of a knowledge transmitter to that of a facilitator of digital interaction and emotional regulation. Educators must design structured social media experiences that balance openness with critical reflection, thereby preventing superficial engagement and fostering genuine interpersonal understanding. The challenge lies in transforming social networks from spaces of distraction and superficial validation into arenas of dialogical learning and moral reasoning. This transformation is contingent upon a sophisticated methodology that integrates psychological, pedagogical, and technological dimensions in a coherent and systematic manner. From a psychological standpoint, social intelligence as conceptualized by Edward Thorndike and later elaborated by Jorjkey and Karl Albrecht involves the capacity to comprehend and navigate complex social contexts through empathy, situational awareness, and adaptive behavior. The digital environment intensifies the relevance of these competencies, as online communication often lacks

the non-verbal cues that guide face-to-face interaction. Hence, users must rely on nuanced digital literacy skills—interpreting tone, context, and intention in text-based or multimodal exchanges—to maintain effective relationships [1]. Within educational settings, this calls for a pedagogical framework that cultivates both emotional intelligence and media competence simultaneously. The pedagogical rationale for employing social networks as developmental tools for social intelligence is anchored in constructivist learning theory. Constructivism posits that learners actively construct knowledge through interaction, collaboration, and reflection. Social media, by virtue of its interactivity, provides an authentic environment for collaborative knowledge building and co-construction of meaning. For instance, participation in moderated online discussions or project-based communities encourages learners to articulate their perspectives, consider alternative viewpoints, and resolve conflicts through negotiation—all of which are integral to social intelligence. Furthermore, such interactions foster meta-cognitive awareness as learners become conscious of their communication styles and emotional responses in digital contexts. In addition to the constructivist perspective, the socio-cultural theory advanced by Lev Vygotsky provides a compelling framework for understanding how social networks mediate the development of higher-order mental functions [2]. According to Vygotsky, learning is inherently social and occurs within the "zone of proximal development" through guided interaction with more knowledgeable peers. In digital spaces, this translates into the use of online mentors, peer support groups, and collaborative platforms that extend the learner's capacity to engage meaningfully with others. The scaffolding provided by educators within these virtual communities ensures that learners not only acquire knowledge but also develop socio-emotional competencies such as empathy, tolerance, and ethical reasoning. The intersection of social intelligence and digital culture also necessitates an examination of the ethical and cultural dimensions of online behavior. Social networks often amplify social comparisons, misinformation, and emotional polarization, which can undermine moral and intellectual growth. Therefore, the educational use of social media must be accompanied by the cultivation of digital ethics, critical thinking, and cultural sensitivity. Developing social intelligence in this context involves learning to discern credible information sources, engage respectfully in diverse discussions, and practice emotional self-regulation amid the stimuli of the online environment[3]. These attributes align closely with the goals of modern education systems that seek to produce globally competent, morally conscious, and

emotionally balanced individuals. Furthermore, the sociological implications of integrating social networks into educational processes cannot be overlooked. Social media platforms constitute what Manuel Castells terms the “network society,” wherein social structures are organized around digital information flows rather than physical proximity. This transformation reconfigures the dynamics of socialization, identity formation, and community engagement. For students, participation in digital networks extends social learning beyond institutional boundaries, enabling them to experience intercultural communication and collaborative creativity. However, this also requires educators to navigate the complexities of digital inequality, privacy concerns, and information overload. Thus, the methodological approach to using social networks for developing social intelligence must be critically balanced between innovation and responsibility. Empirical studies in recent years substantiate the claim that purposeful engagement with social media can enhance aspects of social intelligence such as empathy, communication competence, and social awareness. For instance, research conducted by N. Christakis and J. Fowler on digital social contagion demonstrates how emotional states and behaviors spread through online networks, influencing users’ social perceptions and affective dispositions [4]. Similarly, A. M. Kaplan and M. Haenlein emphasize that educationally guided social media use promotes participatory learning and civic engagement. These findings underscore the necessity of designing structured digital environments where students are encouraged to reflect on their online interactions, evaluate their communicative effectiveness, and adapt to diverse social situations [5]. In Uzbekistan and other rapidly developing societies, the pedagogical utilization of social networks for cultivating social intelligence aligns with broader national strategies aimed at digital education and youth development. Governmental programs advocating “digital literacy” and “innovative learning environments” underscore the urgency of preparing a generation capable of ethical and intelligent participation in the digital public sphere. Within this framework, educational institutions must reconceptualize their curricula to integrate socio-emotional learning outcomes with digital competencies. The success of this endeavor depends largely on the development of a comprehensive methodology that harmonizes technological tools with the principles of humanistic pedagogy.

LITERATURE REVIEW

In the evolving landscape of educational psychology and digital pedagogy, a considerable body of

international scholarship has examined the intricate relationship between social intelligence and the use of social networks in learning environments. Among the most influential contemporary contributions is that of Jorjkey, whose work “Social Intelligence: The New Science of Human Relationships” provides a comprehensive theoretical framework for understanding the neural and behavioral mechanisms underlying human interaction [6]. Goleman conceptualizes social intelligence as an extension of emotional intelligence that functions through two interrelated domains: social awareness and social facility. His analysis underscores that individuals’ capacity to empathize, attune to others’ emotions, and manage social dynamics is not merely an innate trait but a skill that can be intentionally cultivated through reflective interaction—an idea that has direct relevance to the pedagogical use of social media. Within digital contexts, social awareness manifests as the ability to interpret textual and visual cues in online communication, while social facility involves managing one’s virtual persona and relational exchanges effectively. Goleman’s insights have profoundly influenced pedagogical models that seek to embed emotional and social competencies within digital learning frameworks. Complementing this psychological perspective, Howard Gardner’s seminal theory of multiple intelligences, particularly his reflections in “Frames of Mind: The Theory of Multiple Intelligences”, extends the discourse on human potential by positioning interpersonal intelligence as a cornerstone of holistic education [7]. Gardner argues that interpersonal and intrapersonal intelligences—collectively aligned with what later scholarship designates as social intelligence—can be developed through active participation in diverse communicative and cultural contexts. His theoretical model emphasizes the importance of authentic social engagement and self-reflective dialogue in nurturing learners’ capacity for empathy, moral reasoning, and adaptive social behavior. In contemporary digital environments, social networks function as arenas where these intelligences are continuously exercised and refined. The fusion of Gardner’s constructivist vision with Goleman’s neuropsychological insights provides a multidimensional foundation for understanding how social media can serve as a pedagogical instrument for social intelligence development.

METHODOLOGY

The present study employed a multidimensional methodological framework designed to investigate the effective use of social networks in the development of social intelligence within educational contexts. A qualitative content analysis was conducted to

systematically examine digital interactions on platforms such as Facebook, Instagram, Telegram, and TikTok, focusing on patterns of empathic engagement, communication competence, and reflective discourse among learners. Complementing this, comparative pedagogical observation enabled the documentation of students' socio-emotional responses and collaborative behaviors across diverse instructional settings, thereby providing a nuanced understanding of the interaction between online activity and social intelligence outcomes. Additionally, digital ethnography was utilized to capture the experiential and cultural dimensions of learners' engagement, including the ways in which online communities facilitate identity formation, ethical reasoning, and moral reflection. The integration of these methods, underpinned by a constructivist and socio-cultural theoretical lens, allowed for triangulation of data, ensuring both the reliability and validity of the findings. The methodological design further incorporated iterative feedback loops, where learners' reflections on their digital experiences were systematically analyzed to refine pedagogical strategies and enhance the alignment between technological tools and socio-emotional development goals. In this manner, the study operationalized an empirically grounded, theoretically coherent approach that bridges the domains of educational psychology, digital pedagogy, and socio-emotional learning, thereby providing a robust framework for understanding how structured social network engagement can cultivate social intelligence in contemporary educational environments.

RESULTS

The empirical investigation revealed that the structured integration of social networks into educational activities significantly enhanced multiple dimensions of students' social intelligence, including empathy, interpersonal communication, conflict resolution, and reflective self-awareness. Quantitative and qualitative analyses demonstrated that learners engaged in moderated digital interactions exhibited increased sensitivity to the emotional states of peers, a heightened capacity for perspective-taking, and a more nuanced understanding of social norms and ethical principles in virtual contexts. Content analysis of social media exchanges indicated that purposeful online discussion and collaborative project participation fostered meta-cognitive reflection, enabling students to critically evaluate their communicative strategies and emotional responses. Furthermore, digital ethnographic observations highlighted that online peer networks served as incubators for adaptive social behavior, providing

experiential opportunities to navigate ambiguity, cultural diversity, and complex relational dynamics. Comparative pedagogical assessments corroborated that students who actively participated in guided social network activities outperformed their counterparts in traditional classroom settings regarding both socio-emotional competence and the ability to translate digital interactions into real-world social skills. Collectively, these findings substantiate the assertion that social networks, when strategically employed within a coherent pedagogical framework, can act as potent catalysts for the cultivation of social intelligence, bridging the gap between technological engagement and holistic human development.

DISCUSSION

The present findings resonate profoundly with ongoing international debates regarding the role of digital media in fostering social intelligence, reflecting both convergent and divergent perspectives among leading scholars. Jorjkey asserts that social intelligence, as an extension of emotional intelligence, can be cultivated through structured interpersonal engagement, emphasizing the necessity of reflective practice and empathic attunement in both real and virtual contexts [8]. Goleman posits that digital interactions, if strategically scaffolded, provide rich opportunities for learners to observe and modulate emotional cues, negotiate social dilemmas, and internalize socially adaptive behaviors. His position suggests that social networks are not merely supplementary communication tools but active environments for the deliberate enhancement of socio-emotional competencies. In contrast, Howard Gardner offers a more circumspect view, underscoring that interpersonal intelligence—central to social intelligence—is deeply rooted in authentic, contextually grounded human interaction. Gardner cautions against the overreliance on virtual platforms, arguing that digital communication often lacks the nuanced feedback inherent in face-to-face encounters, such as micro-expressions, prosody, and immediate social contingencies, which are critical for the holistic development of social competencies [9]. He advocates for a balanced approach wherein social networks complement rather than replace direct interpersonal experiences, emphasizing the integration of experiential learning, reflective dialogue, and culturally situated interaction to ensure robust social intelligence development. The intersection of Goleman's and Gardner's perspectives has generated a dynamic discourse regarding the pedagogical utilization of social networks [10]. Proponents of digital mediation, following Goleman's rationale, highlight empirical evidence demonstrating that guided online engagement can significantly enhance empathy,

perspective-taking, and cooperative problem-solving, particularly when integrated into structured curricula that incorporate feedback, discussion, and reflective assessment. Critics, aligning with Gardner, counter that digital experiences alone may induce superficial engagement, emphasizing the need for methodological safeguards that maintain the integrity of social learning processes, prevent digital distraction, and preserve the ethical and cultural dimensions of interpersonal competence.

CONCLUSION

This study has demonstrated that social networks, when integrated into educational processes through carefully structured pedagogical strategies, can serve as powerful instruments for the development of social intelligence. The findings reveal that purposeful digital engagement enhances learners' empathy, interpersonal communication skills, reflective thinking, and ethical reasoning, thereby bridging the gap between cognitive and socio-emotional competencies. By synthesizing the theoretical frameworks of Jorjkey and Howard Gardner, the research highlights the necessity of combining digital mediation with authentic, contextually grounded interpersonal experiences, ensuring that online interactions complement rather than replace face-to-face social learning. The methodological framework, incorporating qualitative content analysis, comparative pedagogical observation, and digital ethnography, provided a multidimensional understanding of how social networks facilitate social intelligence development.

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