

Theoretical Basis of Developing Digital Emotional Intelligence

Urinova Yulduz Tursunniyozovna

University of Information Technologies and Management Trainee-Teacher, Department of Pedagogy

Email: urinovayulduz180@gmail.com

Abstract: *This scientific article analyzes the theoretical foundations of the development of digital emotional intelligence. It examines how the classical components of emotional intelligence - self-awareness, self-management, motivation, empathy and social skills - are formed and developed in the digital environment. It also highlights psychological and pedagogical approaches to the development of emotional intelligence through digital technologies, educational platforms and virtual communication tools. The results of the study serve as a theoretical basis for the formation of social adaptation, emotional stability and effective communication skills of a person in the digital environment.*

Key words: *Emotional Intelligence, Digital Environment, Social Media, Psychology, Digital Literacy, Communication*

1. Introduction

In today's globalization and digitalization process, a significant part of human activity is moving to the virtual environment. This creates the need to develop new competencies, in particular, digital emotional intelligence. Digital emotional intelligence is a person's ability to understand, control emotions, and effectively communicate with others in the online space. In our country, in the 21st century, digital technologies have deeply penetrated all spheres of life.[1] This process requires the reshaping of not only a person's knowledge and skills, but also his emotional and social abilities. The concept of emotional intelligence was first introduced into wide scientific circulation by D. Goleman, and it represents a person's ability to understand and manage their own emotions and understand the emotions of others. In the digital environment, these abilities manifest themselves in a new context: online communication, virtual collaboration, distance learning, and social media interactions.[2] Therefore, studying the theoretical foundations of developing digital emotional intelligence is of great importance in modern education, professional activity, and personal life. The theoretical foundations of developing digital emotional intelligence are aimed at developing a person's self-awareness, management, empathy, and social skills in the digital environment, and are of great importance in modern education and professional activity. This concept serves to ensure emotional stability and enhance social adaptation in a person's interaction with digital technologies.[3] As a result of the rapid development of information and communication technologies, a large part of human life has moved to the digital space. This has given rise to a new concept - Digital Emotional Intelligence. Digital emotional intelligence refers to a person's ability to understand and manage their emotions in an online environment, and to communicate effectively with others.[4]

To implement advanced foreign experiences in the introduction of educational processes based on modern educational technologies into the higher education system, to promote the development of a personnel training system for the field of emotional intelligence and digital technology and an open information and educational environment; to create theoretical and scientific methodological foundations of the field of emotional intelligence and digital technology; to conduct fundamental

research in the field of intelligent digital technology, as well as to attract international and domestic scientific and practical grant projects; to organize complex research during the period of training sessions of highly qualified technologists and to develop necessary recommendations on the widespread use of innovative technologies.[5]

Nowadays, the role of digital technology and emotionalism in our lives is incomparable. It plays a great role in the spiritual and physical development of a person. The regular use of digital technology and living in harmony with it are becoming increasingly common. If sports activities contribute to the rapid renewal of tissues in the human body, keeping it young, healthy and vibrant, digital technologies cannot but have a significant impact on a person's emotional management. A person's ability to cope with himself and his feelings and digital technologies helps to achieve high performance, acquire vital motor skills and abilities. It is of great importance in preparing a person for productive work. [6]

2. Methodology

The theory of emotional intelligence was originally developed by Peter Salovey and John Mayer, who interpreted emotional intelligence as a person's ability to perceive, understand and manage emotions. According to this theory, emotional intelligence plays an important role not only in understanding a person's internal experiences, but also in successfully functioning in a social environment. Salovey and Mayer divided emotional intelligence into several main components. First, this is the ability to identify and express emotions, in which a person correctly understands his emotions and can express them appropriately. Second, there is the ability to use emotions in the thinking process, which means that a person uses the positive influence of emotions in decision-making. Third, the ability to understand emotions, that is, to understand the causes and consequences of various emotions, to analyze their changes. Finally, one of the most important aspects is the ability to manage emotions, in which a person can control his emotions and maintain balance in stressful situations.[7]

Later, Daniel Goleman further popularized this concept, explaining emotional intelligence as one of the important factors determining a person's success in life, especially in social and professional activities. He divides emotional intelligence into five main components and associates each with deep psychological processes.

The first component is self-awareness, which is a person's ability to understand their own emotions, internal states, and their impact on behavior. This skill allows a person to realistically assess their strengths and weaknesses.[8]

The second component is self-regulation, in which a person controls impulses, redirects negative emotions in a constructive direction, and maintains balance in stressful situations.

The third component is motivation, which is the ability to pursue goals based on internal motivation and continue to act despite difficulties.

The fourth component is empathy, which is understanding the emotions of others and showing sensitivity to them. Finally, social skills include the ability to communicate effectively, resolve conflicts, and work in a team. According to Goleman's theory, it is these components that determine a person's leadership potential and success in society.[9]

In modern research, the impact of the digital environment on emotional intelligence is becoming an increasingly relevant topic. Sherry Turkle emphasizes in her scientific work that digital technologies, in particular social networks and mobile communication tools, are changing the quality of communication between people. In her opinion, while virtual communication provides convenience and speed, it often weakens the deep emotional connections that occur in face-to-face communication. For example, people are more accustomed to expressing emotions through writing or short signals (emoji, "like"), which can lead to a decrease in the level of empathy. Turkle explains

this situation as the "paradox of loneliness": people, although constantly connected, feel internally disconnected.[10]

At the same time, the theory of multiple intelligences put forward by Howard Gardner also serves as an important methodological basis for understanding this issue. Gardner emphasizes that intelligence cannot be measured with a single indicator and suggests that there are several types of it. Among them, interpersonal and intrapersonal intelligence are especially closely related to emotional intelligence. Interpersonal intelligence refers to the ability to understand others and establish effective relationships with them, while intrapersonal intelligence refers to the ability to understand and manage one's own emotions. This approach indicates the need for an individual approach and improvement of educational methods in the development of emotional intelligence. In recent scientific research, the concept of "digital emotional intelligence" is taking shape. This direction proposes to study emotional intelligence in integration with media literacy, cyberpsychology and communication theories. Digital emotional intelligence is the ability of a person to correctly understand, express and manage emotions in an online environment. For example, carefully writing messages on social networks that can be misinterpreted, correctly understanding the virtual reactions of others and managing digital stress (information overload, cyberbullying) are among them. Such an integrative approach is especially important in modern society, since a large part of human activity is now carried out in the digital space. Therefore, the development of not only traditional emotional intelligence, but also its digital manifestation is considered an important factor in ensuring the social adaptation and psychological well-being of an individual.[11]

3. Results and Discussion

The results of this study show that digital emotional intelligence is one of the important factors ensuring the successful socialization and psychological stability of an individual in a modern information society. Today, social networks, messengers and various online platforms are becoming the main means of communication between people. As a result, the forms of expressing emotions are also changing, and the mimicry, gestures and tone of voice in traditional face-to-face communication are being replaced by short texts, emojis and visual symbols. This leads to a reduction and sometimes misinterpretation of emotional information.[12] The main components of emotional intelligence, highlighted by Daniel Goleman — self-awareness and self-management — become more complicated precisely in the digital environment. For example, when a person expresses his emotions in writing, he may not fully understand them or express them incorrectly. Self-control skills are also tested: in the conditions of instant messaging, a person can often respond without thinking, express an impulsive opinion. This can lead to conflicts, misunderstandings or deterioration of social relationships. Therefore, emotional intelligence in the digital environment requires not only understanding emotions, but also delaying, analyzing and consciously expressing them. At the same time, according to Sherry Turkle's research, digital technologies can reduce real emotional closeness between people. In her opinion, as people become more accustomed to online communication, deep, sincere conversations decrease. This situation can lead to a decrease in empathy - that is, the ability to feel and understand the emotions of others. Therefore, the concept of "digital empathy" has emerged, which means being attentive to the feelings of others and treating them with respect even in virtual communication. Another important aspect in the discussion process is the high influence of the digital environment among young people. Since the younger generation spends a lot of time on the Internet and social networks, their emotional experience is also shaped more by the virtual environment. This can lead to two different results.[13] On the one hand, young people develop skills such as quick communication, quick information reception and flexibility. On the other hand, problems such as impulsive behavior, writing aggressive comments, cyberbullying or miscommunication may arise

among them. In particular, the feeling of anonymity increases irresponsibility in some users. However, the digital environment does not have only negative effects. There are also positive aspects, and digital emotional intelligence can be effectively developed through properly targeted education and training. For example, media literacy teaches a person to critically analyze information, identify manipulation and draw the right conclusions. Also, by teaching online ethics (netiquette), users learn to maintain respect, patience and empathy in virtual communication. This ensures healthy emotional balance.

Based on Howard Gardner's theory, it can be said that a person's social (interpersonal) and internal (intrapersonal) intelligence also play an important role in the digital environment. If a person is able to understand their own emotions and correctly interpret the emotions of others, they can communicate successfully not only in real life, but also in the virtual space. Therefore, digital emotional intelligence should be considered an integral part of overall intellectual development.

During the research, the theoretical foundations of digital emotional intelligence were deeply analyzed, its role and significance in the modern information society were clarified. The results obtained made it possible to formulate a number of important scientific conclusions and shed light on the practical significance of this concept. First, it was found that the emotional intelligence model developed by Peter Salovey and John Mayer is also suitable for the digital environment. However, in modern conditions, it was necessary to expand this model and introduce additional competencies into it - in particular, digital empathy, online communication culture and virtual rules of conduct. This indicates that emotional intelligence is an evolutionary developing concept.[14]

Secondly, based on the concept of Daniel Goleman, the main components of digital emotional intelligence were systematized. According to him, emotional intelligence in the digital environment includes the following important skills:

1. Understanding one's emotions in online conditions;
2. Self-management by controlling negative emotional reactions;
3. Digital empathy, that is, sensing the emotions of others in virtual communication;
4. Effective and civilized online communication;
5. Maintaining psychological stability and managing stress.

Thirdly, the results of the study showed that individuals with high emotional intelligence in the digital environment are distinguished by a number of positive characteristics. In particular, they enter into fewer conflicts on social networks, have the ability to critically analyze information, are less exposed to negative situations such as cyberbullying, and manage stress and emotional tension more effectively. This indicates that digital emotional intelligence is important not only as a psychological, but also as a social protection mechanism. Fourthly, in line with Sherry Turkle's research, it was found that being active in the digital environment for a long time can lead to the superficialization of emotional connections between people. This situation leads to a decrease in deep and sincere communication, which creates a risk of a decrease in the level of empathy. Therefore, the development of digital empathy has been identified as an urgent task for modern society. Fifth, the study also identified key factors influencing the development of digital emotional intelligence. These include the level of media literacy, the availability of psychological training in the educational process, social environment and family upbringing, and adherence to online ethics. When these factors work in harmony, a person's emotional stability and conscious behavior in the digital environment are formed. Sixth, based on theoretical analyses, a model for the development of digital emotional intelligence was proposed. This model consists of three stages and reflects a consistent development process:

1. The stage of understanding, in which a person understands and analyzes his emotions;
2. The stage of management, in which emotions are controlled and directed constructively;
3. The stage of application, in which these skills are effectively used in social and digital communication.

In general, the results of the study showed that digital emotional intelligence is an important factor determining not only a person's psychological well-being, but also his success in social activities. In the modern digital society, developing these skills is essential for the development of a well-rounded individual. [15]

4. Conclusion

The theory of developing digital emotional intelligence is aimed at forming the emotional and social competencies necessary for a person to successfully function in a digital environment. This process ensures a person's digital literacy, social adaptation and emotional stability not only in educational and professional activities, but also in everyday life. Another important aspect is that the development of digital emotional intelligence requires a systematic approach, not just an individual process. Educational institutions, family and society should together serve to form media literacy, critical thinking, online ethics and psychological stability in a person. When these factors are combined, a person will be able to maintain a healthy emotional balance even in a digital environment. Also, from the perspective of the theory of multiple intelligences put forward by Howard Gardner, the development of emotional and social intelligence enriches the general intellectual potential of a person. In particular, the development of interpersonal and intrapersonal intelligence allows for effective communication and proper self-management in a digital environment. In general, digital emotional intelligence is one of the key competencies necessary for a modern person to adapt to a digital society, and its development directly affects a person's psychological well-being, social activity and professional success. Therefore, in the future, conducting in-depth empirical research in this area, integrating it into educational programs and developing a system of practical training is one of the urgent tasks.

References

- [1] D. Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY, USA: Bantam Books, 1995.
- [2] J. D. Mayer, P. Salovey, and D. R. Caruso, "Emotional intelligence: Theory, findings, and implications," *Psychological Inquiry*, vol. 15, no. 3, pp. 197–215, 2004.
- [3] R. Bar-On, "The Bar-On model of emotional-social intelligence," *Psicothema*, vol. 18, pp. 13–25, 2006.
- [4] K. V. Petrides, *Trait Emotional Intelligence Theory*. London, UK: University College London, 2009.
- [5] R. Cabello, D. Ruiz-Aranda, and P. Fernández-Berrocal, "Emotional intelligence and its relationship with mental health," *Frontiers in Psychology*, vol. 7, p. 1–8, 2016.
- [6] C. Redecker, *European Framework for the Digital Competence of Educators (DigCompEdu)*. Luxembourg: European Commission, 2017.
- [7] Y. T. Orinova, "The need to use information technologies in developing emotional intelligence," *Collection of International Scientific and Practical Conferences*, pp. 731–735, 2026.
- [8] P. Salovey and J. D. Mayer, "Emotional intelligence," *Imagination, Cognition and Personality*, vol. 9, no. 3, pp. 185–211, 1990.
- [9] D. Goleman, *Working with Emotional Intelligence*. New York, NY, USA: Bantam Books, 1998.
- [10] R. Bar-On, "Emotional and social intelligence: Insights from the Emotional Quotient Inventory," in *Handbook of Emotional Intelligence*, R. Bar-On and J. D. Parker, Eds. San Francisco, CA, USA: Jossey-Bass, 2000, pp. 363–388.
- [11] J. A. Nelis, J. Quoidbach, M. Mikolajczak, and M. Hansenne, "Increasing emotional intelligence: How is it possible?" *Personality and Individual Differences*, vol. 47, no. 1, pp. 36–41, 2009.
- [12] M. Mikolajczak, J. Petrides, and J. Hurry, "Adolescents choosing self-harm as an emotion regulation strategy: The protective role of trait emotional intelligence," *British Journal of Clinical Psychology*, vol. 48, no. 2, pp. 181–193, 2009.

- [13] A. Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ, USA: Prentice-Hall, 1986.
- [14] H. Gardner, *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY, USA: Basic Books, 1983.
- [15] UNESCO, *ICT Competency Framework for Teachers*. Paris, France: UNESCO, 2018.