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Research Article

The Influence of Social Networks on The Psycho-Emotional State of Students: Pedagogical and Psychological Approach

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ABSTRACT

The article considers the influence of social networks on the psycho-emotional state of students from a pedagogical and psychological point of view. Key mechanisms for the influence of digital platforms on emotional well-being were identified, including both risks (anxiety, dependence) and positive aspects (social support, self-expression). Recommendations are proposed on the formation of a healthy digital environment and the development of critical thinking in students. The results can be useful for psychological and pedagogical support in the context of digitalization of education.

KEYWORDS

Social networks, psycho-emotional state, students, digital educational environment, pedagogical and psychological approach, psychological well-being, digital hygiene.

INTRODUCTION

A generation of modern students is formed in conditions of deep digitalization, where social networks become an integral part of everyday life,

educational activities and interpersonal communication. According to a number of studies, the average student spends on social networks from 2 to 5 hours a day. Such intensive interaction with digital platforms affects the psycho -

emotional state of youth, forming new models of communication, perception of themselves and others, as well as emotional response. In this work, an attempt is made to consider this phenomenon from the pedagogical and psychological position, to identify both potential risks and the possibilities associated with the use of social networks by students.

The relevance of the topic is due to the contradictory nature of the influence of social platforms on the psychological well-being of students. On the one hand, they provide unique opportunities for socialization, self-realization and educational interaction, on the other hand, they become a source of information stress, anxiety and depressive conditions. In this regard, there is a need to comprehend this phenomenon from the standpoint of pedagogy and psychology to develop effective strategies for supporting students in a digital educational environment. The purpose of this study is to identify key mechanisms for the influence of social networks on the psycho-emotional state of students and determine the pedagogical and psychological approaches to the formation of a healthy digital culture in the educational space of the university. Theoretical and methodological foundations of the study.

The study is based on an integrative approach that combines the key provisions of cognitive, social and pedagogical psychology, as well as modern concepts of digital pedagogy. The methodological basis is:

1. Cultural and historical theory of L.S. Vygotsky, which allows us to consider social networks as

"cultural tools" that mediate the mental development of modern students;

2. A cognitive-behavioral approach that reveals the mechanisms of the formation of maladaptive models of using social platforms;

3. The concept of information and psychological security of the individual (G.V. Grachev, A.A. Rean);

4. Theory of social comparison (L. Festinger) and its modern interpretations in the context of the digital environment;

5. Ecological approach to understanding educational environments (V.I. Slobodchikov, V.A. Yasvin).

Research methods include the theoretical analysis of scientific literature, the systematization of empirical data of modern research, the method of expert evaluation and comparative analysis of pedagogical practices. Psycho-emotional effects of using social networks by students. Positive aspects of the influence of social networks. Analysis of modern studies allows us to highlight a number of positive effects of the effects of social platforms on the psycho-emotional state of students:

1. Social support and overcoming isolation. Social networks create additional space to obtain emotional support, especially valuable during periods of adaptation to a new educational environment. Studies show that students actively interacting with fellow students in digital space demonstrate lower indicators of social anxiety and loneliness.

2. Self-expression and formation of identity. Digital platforms provide a variety of opportunities for the construction and presentation of their "I", experimenting with various social roles, which is especially important at the stage of students as a period of intense personal self-determination.

3. Strengthening educational motivation and involvement. Educational communities on social networks can stimulate academic activity, create an environment of healthy competition and mutual support in the educational process.

4. Development of emotional intelligence. The variety of communicative contexts in social networks requires students of flexibility in emotional response, the ability to recognize the emotional states of interlocutors by indirect signs, which contributes to the development of individual components of emotional intelligence.

Negative aspects of the influence of social networks. Along with positive effects, the use of social networks can also have a destructive effect on the psychoemotional sphere of students:

1. The phrases of "social comparison" and a decrease in self-esteem. The constant comparison of their life with idealized images of peers in social networks leads to the formation of distorted standards of success, strengthening dissatisfaction with themselves and their achievements. This effect is especially acute among students with an initially low level of psychological well-being.

2. Information overload and digital stress. A continuous flow of content on social networks creates a cognitive load, which, combined with

academic stress, can lead to a depletion of the adaptive resources of the psyche. In 42% of the students surveyed, the phenomenon of "information fatigue" is fixed, which manifests itself in a decrease in concentration, increased irritability and emotional burnout.

3. "Fomo syndrome" (Fear of Missing Out-fear of missing the important). This phenomenon is expressed in the obsessive anxiety that other people participate in interesting events that the individual misses. Students with a pronounced Fomo syndrome have higher indicators of anxiety, sleep disturbance and a decrease in academic performance.

4. Cyber dependence and violation of self-regulation. The compulsive use of social networks leads to the formation of stable patterns of dependent behavior, deformation of the self-control system and volitional regulation. Particularly vulnerability in this regard is demonstrated by students with insufficiently formed skills in time management and emotional self-regulation.

5. Cyberbullying and social rejection. The experience of bullying in digital space has an extremely negative impact on the psychological well-being of students, increasing the risk of developing depressive states and suicidal tendencies. Pedagogical and psychological approaches to the formation of a healthy digital culture

Diagnostics and monitoring of the psycho-emotional state of students. Effective psychological and pedagogical work should begin with a comprehensive diagnosis of the features of the use



of social networks and their impact on the emotional well-being of students. The use of the following diagnostic tools is recommended:

1. Modified scale for assessing the intensity of using social networks (ISNS-A).
2. Questionnaire "Emotional well -being in the digital environment."
3. Screening methodology for identifying cyber dependence in students;
4. A complex of projective techniques for identifying latent emotional reactions to digital communication.

Educational strategies for the development of digital literacy The formation of a healthy digital culture involves the integration of the following components into the educational process of the university:

1. Digital hygiene courses and media literacy, focused on the development of critical thinking and safe behavior skills on social networks. The content of these courses should include not only technical aspects, but also the psychological mechanisms of exposure to digital content on the emotional sphere [Dmitrieva, 2023].
2. Trainings of emotional self-regulation in a digital environment aimed at developing attention management skills, overcoming a Fomo syndrome and constructive response to negative content.
3. Integration of reflective practices into the educational process, contributing to a conscious attitude to their own activity on social networks.

Effective tools are digital diaries, self -monitoring techniques and group discussions.

Creation of a supporting educational environment

The formation of a psychologically safe educational space involves:

1. Development of a corporate culture of using social networks in an educational organization, including the ethical principles of digital communication and mechanisms for preventing cyberbiling.
2. Creation of alternative spaces for real interaction that compensate for excessive involvement in virtual communication. Effective formats are student clubs, creative workshops and informal educational events.
3. Organization of Peer-to-Peer support of students with the problematic use of social networks implemented through the system of tutor and psychological mentoring. Personalized psychological support. For students with pronounced negative psycho -emotional effects of using social networks, an organization of individual psychological assistance is necessary, including:
 1. Cognitive-behavioral interventions aimed at the restructuring of maladaptive beliefs regarding digital self-presentation and social comparison.
 2. Techniques for awareness and attentiveness (Mindfulness), contributing to the development of the skills of the presence of "here and now" and a decrease in dependence on virtual incentives.



3. Detoxication programs from social networks with a gradual restoration of healthy patterns of their use.

CONCLUSION

The analysis indicates the need for a comprehensive pedagogical and psychological approach to the problem of the influence of social networks on the psycho-emotional state of students. The contradictory nature of this influence requires differentiated strategies that take into account the individual psychological characteristics of students, the specifics of the educational environment of the university and the current trends in the development of digital platforms. The key principle of the formation of a healthy digital culture should be the balance between the use of social networks for the educational and personal development of students and the prevention of their negative impact on psychological well-being. This involves the integration of media education into the educational process, the development of reflexive practices and the creation of a supporting educational environment. The development of specialized diagnostic tools for the early detection of psycho-emotional disorders related to social networks, as well as the creation and testing of comprehensive programs of psychological and pedagogical support for students' digital socialization, are promising.

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