

Innovative Technologies for Improving Social-Emotional (Soft Skills) Skills

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Abstract: Today, education is not limited to teaching only academic knowledge, but also pays great attention to the development of students' social and emotional skills (soft skills). Taking into account the Uzbek mentality, family and social capabilities, it is important to educate the younger generation not only as educated, but also as socially mature, emotionally stable individuals. This article explains the importance of social and emotional (soft skills) skills in the modern educational process, innovative technologies for improving their development, and guidelines for using social and emotional skills in the modern digital world.

Keywords: social, emotional, soft skills, IET, skills, cognitive, soft skills, innovation, technology



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Introduction. The education system in our country is undergoing extensive reforms day by day. In particular, the resolution of the President of the Republic of Uzbekistan “On the Establishment of the National Institute of Educational Pedagogy named after Qori Niyozzi” dated June 21, 2024, set the task of gradually introducing the world-renowned social and emotional learning methodologies in secondary educational institutions in the 2025-2026 academic year. A natural question arises as to why this social and emotional education is being introduced at this time. This is, of course, not without reason. Today, the development and improvement of social and emotional education is a phenomenon of great pedagogical importance on a global scale. In today's era of globalization and rapid information, one of the important tasks is to educate the younger generation not only as educated, but also as well-rounded individuals. As relationships between people become increasingly complex in today's globalized world, developing and improving the social and emotional (soft skills) of the younger generation is an important factor in shaping them into mature individuals in the future.

Main part. The importance and essence of developing and improving social-emotional (soft skills) skills today. Research shows that children who have social-emotional (soft skills) skills achieve higher academic results, are socially adaptable, demonstrate leadership qualities in the future and have psychological stability. Developing and improving social-emotional (soft skills)

skills in a person is a social-emotional learning process. These skills are important for students to understand themselves, communicate effectively with others, solve problems, make decisions and establish social relationships. For example, in countries such as the USA, Singapore, Finland, IET has been integrated into school curricula, which has increased students' active participation in the lesson, social adaptation and psychological stability. The main components of IET can be explained as follows: - Self-awareness - the student understands his/her own emotions, knows his/her strengths and weaknesses[7].

The term social-emotional learning was first introduced into use in the United States in the 1960s. The question arises as to why we need technology to develop and improve social-emotional skills. First, modern needs: in today's digital age, children and young people spend a lot of time on technological devices. If the platform of these technological devices is adapted for SEL (social-emotional learning), it serves as a natural and attractive space for the development of these skills. Second, Individualization: with the help of artificial intelligence (AI) and adaptive systems, training can be created that is tailored to the needs of each individual. Third, localization and accessibility: online applications and games can be distributed globally, which means that SEL strategies can be implemented even in relatively resource-poor areas. SEL is usually like a lamp that illuminates a person from the inside.

Let's get acquainted with the main innovative technologies and modern technological approaches used in the development of socio-emotional skills:

- a) Artificial intelligence (AI) and analytics-based platforms. This system uses AI to analyze the text of videos watched by children, analyze emotional moments, find emotional moments and create SEL activities for discussion between parents and children and place them in the archive of the SEL platform. Bio-feedback and games, for example, a platform called MIGHTIER is a video game In which children's heart rate or other biometric signals are measured and game tasks are adapted to children's emotional reactions[7].
- b) Social Robots (Socially Assistive Robots). Furhat: This is a “HUMANOID” social robot that can interact with humans face to face. It communicates through voice, facial expressions and movements and can help children’s socio-emotional interactivity in the learning process. Moxie is a friendly robot created for children, which builds dialogues with children, identifies emotions and teaches children social and emotional skills through play.
- c) AR/VR (augmented and virtual reality) are these, LINA (Augmented Reality game): In this AR game, children play together in the classroom using mobile devices. Through the game, they communicate with each other, strengthen relationships with their peers, improve the group environment and discuss mental health.
- d) Mobile support and collaboration (Collaborative Learning) Mobile computer-supported collaborative learning: using mobile devices, students work together, communicate, and develop social and emotional skills through collaboration. Online platforms: a space for emotional growth and communication is created for children and adults through various SEL programs, interactive webinars, chatbots, and forums.

Today, innovative technologies for improving social emotional skills have several possibilities. In particular, they enrich the educational environment. Robots and AR/VR experiences create a more interesting and interactive learning environment for children. Personalized learning is when AI and bio-feedback systems monitor the emotional reactions of each child and offer strategies and games that are appropriate for him. With stable and continuous support, virtual tools can be integrated into everyday life, meaning that children can also engage in SEL from home. Engaging parents and students: For example, systems such as SEL deepen and encourage communication between parents and students. Access is also expanding. In this case, digital tools allow the implementation of SEL programs even in places with geographical and resource constraints.

Now, let's look at the various risks and data security when using innovative technologies to improve social emotional skills today. When using these innovative technologies, bio-feedback and facial recognition technologies can generate personal data. Human dependence on technology. Students can spend too much time on technology and distance themselves from real communication and personal relationships. When using innovative technologies, the boundaries of productivity and empathy are not completely replaced by robots and advanced technologies. In the future, when using innovative technologies for improving social-emotional skills, AI integration will increase, that is, SEL platforms will have artificial intelligence models that can perform deeper emotional analysis and prediction. For example, hybrid models: methods that combine human-robot and human-application communication will be widely used. First, a game is played with a robot, and the result is discussed with a human coach. Virtual communities are an example of this. In virtual reality, online communities are created through SEL courses and simulations, where children communicate with peers from different cultures. In particular, integrated devices that combine multi-sensory experiences with voice, facial expressions, and even biometric signals can enhance SEL experiences. In the future, the use of innovative technologies will also have a place in the development of policy and ethics. For example, privacy, data security, and ethical standards will be of great importance in SEL technologies, and political and educational institutions will regulate this.

The expansion of digital technologies in the Uzbek education system, in particular online schools and interactive educational platforms, is creating opportunities for the introduction of SEL technologies, while using innovative technologies to improve social and emotional skills in the Uzbek education system. A clear example of this can be seen in the above-mentioned Presidential Resolution and Decree. Scientific articles and analyzes are an example of this.

Conclusion. The modern education system aims to develop the human personality in all aspects, that is, to form a mentally and spiritually mature person. From this point of view, the use of innovative technologies for improving social and emotional skills is recognized today as an integral and relevant part of the educational process. The use of these technologies in the educational process creates mutual respect, trust, cooperation and a positive psychological environment between teachers and students. As a result, the student can express himself freely, learns to manage stress, develops emotional skills and is formed as a socially adapted, active person. Scientific research confirms that a student who develops and improves his social and emotional skills in himself achieves high results in academic success, and the widespread use of innovative technologies by teachers increases their teaching efficiency and stress resistance. Therefore, programs using innovative technologies to improve social-emotional skills are being widely implemented in many countries, including Uzbekistan.

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