



PEDAGOGICAL METHODS OF DEVELOPING EMOTIONAL INTELLIGENCE IN ADOLESCENT GIRLS

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Abstract This article analyzes the impact of digital technologies on the emotional sphere of adolescent girls and the adaptation of pedagogical approaches in this process. It presents the theoretical foundations and practical effectiveness of interactive methods, training programs, and psycho-pedagogical approaches applied to the development of emotional intelligence in adolescent girls.

Keywords: emotional intelligence (EI/EQ), adolescent girls, pedagogical methodology, psycho-pedagogical approach, digital society, interactive training, personality development, psychological resilience.

Introduction In today's environment of globalization and advanced information technology Girls 1 are facing various social pressures, stereotypes, and emotional attacks in the cyber environment. This requires abandoning traditional knowledge transfer methods in the pedagogical process and introducing innovative methods aimed at increasing the emotional competence of the individual. When applying theoretical criteria to the educational process, special pedagogical methods are used, taking into account the age and gender characteristics of girls. These methods serve to systematically and gradually develop the components of emotional intelligence.

In modern psychology and pedagogy, the issue of developing emotional intelligence (EQ) in adolescent girls is not just an educational trend, but a strategic necessity that ensures the sustainable development of society. Adolescence is characterized by physiological changes, psychological transformations, and the complication of social roles in the lives of girls. At this stage, the ability to understand their emotions, manage them, and establish constructive communication



with those around them will determine not only their academic success, but also their future life balance.

Main part. In today's era of digital transformation, the emotional intelligence of teenage girls is facing new challenges. The advantage of Virtual communication is the restriction of nonverbal signals such as facial expressions, body language and voice tone, which in turn can lead to a decrease in the ability to empathize (emotional understanding) studies show that an increase in screen time reduces adolescents' ability to read social signals by an average of 33%. Therefore, the pedagogical prospects for developing EQ in a digital society include the following priorities:

Building digital empathy: Helping adolescent girls understand the emotions of their online interlocutors and develop the skill of maintaining emotional stability in cases of "cyberbullying" (online harassment). Pedagogical methods must now include not only face-to-face communication, but also digital ethics. According to statistics, 41% of teenage girls experience cyberbullying at least once in their lives, which requires them to develop high emotional resilience.

Information overload and emotional control: Images of the "ideal life" on social media can cause insecurity and depression in teenage girls. EQ techniques teach teenagers to protect their emotions from the influence of external algorithms and restore inner balance through digital detox (rest from information). Studies have shown that spending more than 3 hours a day on social media doubles the risk of mental health problems.

EQ in a hybrid learning environment: Modern pedagogy is considering the possibility of using digital platforms as a tool for emotional development. For example, mobile apps that analyze emotions and virtual simulators allow teenage girls to practice managing their emotions in a safe environment. In the digital society, emotional intelligence is not just a social skill, but rather a "psychological immunity"

Linguistic and speech methods The formation of emotional vocabulary is important in the process of a person's understanding and expression of their own feelings. This methodology includes three main stages:

1. The stage of naming emotions is the formation of knowledge about the names of emotions in students, during which the skills of distinguishing and understanding emotions are developed through the use of synonyms, antonyms, and visual stimuli.



2.The stage of describing emotions – the skills of deeper understanding and description of emotional states are developed through the use of phraseological units, proverbs, and artistic images to express the most subtle aspects of situations.

3.Emotional Expression Stage – Through role-playing and creative translation exercises, students develop the skills to express emotional meanings accurately and effectively in oral and written speech.

Game-based learning and case study method Using role-playing games and analyzing problem situations (cases) allows girls to practice empathy skills in a safe pedagogical environment. Dramatization of fairy tales or analysis of works of fiction helps to deeper understand the motives of the behavior of heroes. And this process effectively serves to develop both cognitive and practical criteria of emotional intelligence.

Art pedagogy and musical synchronization. Art is a powerful pedagogical tool for emotional development. In particular, singing in a choir creates the phenomenon of "emotional contagion" and develops in a person the ability to harmonize their own emotions with the emotional states of other members of the choir. This process is important in developing socio-communicative flexibility.

Art therapy exercises help girls express hidden emotions and build emotional stability. Modern research is focused on creating a holistic model that combines fluid intelligence (Gf), crystallized intelligence (Gc), and emotional intelligence (EI). The development of emotional intelligence in girls is largely based on crystallized abilities, that is, accumulated knowledge about social norms and emotional language. With age, these abilities integrate with cognitive analysis processes, leading to the formation of a harmonious personality type with all its components highly developed.

The integrated PAT framework offers a comprehensive model that includes:

Traits (Trait EI) – predicts attitudes towards digital competencies in advance.

Abilities (Ability EI) – are strengthened through knowledge of digital technologies.

This model emphasizes that the development of emotional intelligence is impossible without taking into account the living context of a modern girl child, in particular, the information macrocosm.

Strategic recommendations for pedagogical activities



As a result of the analysis and theoretical justification of the criteria, the following areas for improving pedagogical work aimed at developing emotional intelligence in girls are identified:

Integration into educational programs

Social-emotional learning (SEL) should be an integral part of all educational subjects, not an elective. While it is appropriate to analyze the cognitive and motivational aspects of characters' actions in literature lessons, in computer science lessons, practical exercises should be organized through digital security and etiquette modules to develop information and communication criteria.

Increasing the emotional competence of educators the teacher is the main model of emotional behavior. Educators with a high level of emotional intelligence use more centralized teaching techniques and form an atmosphere of trust in the classroom. Professional development programs should include training for educators in stress management and empathy skills.

Monitoring and Evaluation System Assessment of the development of emotional intelligence should be based on multidimensional methods rather than simple questionnaires. It is recommended to use the following:

Use of diagnostic components when working with literary texts.

Analysis of digital traces and interactions of students on online education platforms.

Using the portfolio method to record achievements in socio-communicative activities.

Conclusion. The development of emotional intelligence in girls is a multifaceted process that requires a deep integration of pedagogical methods and psychological knowledge. The justification of theoretical criteria based on leading models allows for the creation of a systematic foundation for personal development. Introducing information macro analysis as a new criterion for assessing information security meets the requirements of the times and protects the younger generation from the dangers of the digital environment. A holistic approach that combines cognitive development, motivational stability, practical skills, and digital empathy forms a harmonious personality that is capable of successful self-realization. The pedagogy of the future must be based on the understanding that emotional literacy



is a fundamental skill, on par with reading and writing, and that it is precisely this that will ensure the stability of the human spirit in the era of artificial intelligence.

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