



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

The rapid development of digital communication has changed the nature of educational interaction. Social networks are no longer only platforms for entertainment and informal communication. They have become spaces where students learn, cooperate, express their opinions and participate in social life. In this environment, the formation of humanistic competence is especially important, because digital communication often influences students' attitudes toward other people, social problems, cultural diversity and moral responsibility. Humanistic competence can be understood as an integrated personal quality that includes respect for human dignity, empathy, tolerance, responsibility, cooperation, ethical judgment and readiness for constructive dialogue. These qualities cannot be developed only through theoretical explanation. They require active communication, reflection, moral choice and practical experience. Social networks provide opportunities for such experience because they are interactive, open, dialogic and connected with real social issues.

However, the educational potential of social networks is not automatic. Online platforms may also spread aggression, stereotypes, cyberbullying, manipulation and superficial thinking. Therefore, the pedagogical task is to transform social networks from uncontrolled communication spaces into value-oriented educational environments. The purpose of this thesis is to analyze interactive methods that can be used to develop humanistic competence through social networks.

The study is based on theoretical analysis, pedagogical generalization and conceptual modeling. Scientific views on humanistic pedagogy, digital education, media literacy and interactive learning were analyzed. The methodological basis includes the humanistic approach, communicative approach, axiological approach and competency-based approach. The humanistic approach places the dignity and development of the learner at the center of



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

education. The communicative approach emphasizes dialogue, cooperation and mutual understanding. The axiological approach allows digital interaction to be interpreted through values such as justice, respect, kindness and responsibility. The competency-based approach considers humanistic competence not only as knowledge, but also as behavior, attitude and communication culture.

The analysis shows that interactive methods in social networks can effectively support the development of humanistic competence when they are organized purposefully. Online discussion is one of the most important methods. Through moderated discussion, students learn to express their opinions, listen to others, justify their position and respect alternative views. For example, a discussion about social justice, environmental responsibility or intercultural dialogue can help students understand different perspectives and develop tolerance. The teacher's role is to guide communication, prevent aggression and encourage evidence-based, respectful argumentation.

Problem-based dialogue is another effective method. Students may be presented with real or simulated digital situations involving moral conflict, misinformation, discrimination or cyberbullying. They analyze the situation, identify ethical problems and propose humane solutions. This method develops moral judgment and responsibility, because students learn to evaluate not only the content of communication but also its consequences for other people.

Digital storytelling also has strong pedagogical value. Students create short posts, videos, podcasts or visual narratives that express humanistic ideas. Such stories may focus on kindness, mutual help, respect for elders, inclusion, peace, cultural diversity or civic responsibility. In the process of creating digital stories, students do not simply repeat moral concepts; they transform them into personal and creative messages. This strengthens emotional involvement and helps students internalize humanistic values.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

Collaborative online projects are especially useful for developing cooperation and social responsibility. Students may create educational pages, awareness campaigns, volunteer initiatives or thematic groups devoted to humanistic issues. Working together in social networks teaches them to distribute tasks, respect the contribution of others, solve conflicts and achieve a common goal. Such projects connect digital activity with real social usefulness and show students that online communication can become a tool for positive change.

Peer feedback is also important. When students comment on each other's digital products, they learn to evaluate respectfully and constructively. Feedback should not humiliate or reject the author, but should help improve the work and deepen understanding. This method develops empathy, tact, responsibility and communication ethics. It also teaches students that criticism in digital space must be based on respect for personality.

Reflective communication completes the educational process. After online activities, students analyze their own behavior, emotional reactions, communication style and value positions. Reflection helps them understand whether their digital actions correspond to humanistic principles. They may consider how their words affect others, whether they showed respect during discussion, and how they can improve their online behavior. In this way, humanistic competence becomes connected with self-awareness and self-regulation.

The use of interactive methods in social networks requires careful pedagogical organization. If students are left without guidance, online interaction may become chaotic, emotional or even harmful. Therefore, the teacher must act as a facilitator, moderator and ethical guide. The teacher should create clear rules for communication, select meaningful topics, support respectful dialogue and help students connect digital interaction with humanistic values.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

The effectiveness of these methods depends on the integration of media literacy. Students must be able to distinguish reliable information from manipulation, recognize stereotypes and understand the social impact of digital messages. Humanistic competence in social networks is closely connected with media competence, because responsible communication requires critical thinking and ethical interpretation of information.

Another important condition is emotional safety. Social networks can intensify conflicts because comments are public, quick and sometimes emotionally charged. The teacher must ensure that students do not experience humiliation, exclusion or pressure. Respectful communication norms, constructive feedback and reflection should become permanent elements of the learning process.

Assessment should also correspond to the nature of humanistic competence. It is not enough to check whether students know definitions of empathy or tolerance. Their participation in dialogue, ability to cooperate, quality of digital content, ethical behavior and reflective conclusions should also be considered. Such assessment allows the teacher to observe real changes in students' communication culture and value orientation.

Interactive methods in social networks can become an effective means of developing humanistic competence among students. Online discussion, problem-based dialogue, digital storytelling, collaborative projects, peer feedback and reflective communication help students develop empathy, tolerance, responsibility, ethical judgment and respect for human dignity. Social networks become educationally valuable when they are guided by humanistic goals and pedagogical principles. The main task is not simply to use digital platforms, but to organize meaningful interaction that teaches students to communicate responsibly, think critically and act humanely in the digital environment.



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th May, 2026

Website: <https://econferencia.com>

References:

1. Выготский Л. С. Мышление и речь. — Москва: Лабиринт, 1999. — 352 с.
2. Дьюи Дж. Демократия и образование / пер. с англ. — Москва: Педагогика-Пресс, 2000. — 384 с.
3. Роджерс К. Взгляд на психотерапию. Становление человека / пер. с англ. — Москва: Прогресс, 1994. — 480 с.
4. Фрейре П. Педагогика угнетённых / пер. с англ. — Москва: Радикальная теория и практика, 2018. — 184 с.
5. Buckingham D. Media Education: Literacy, Learning and Contemporary Culture. — Cambridge: Polity Press, 2003. — 219 p.
6. Hobbs R. Digital and Media Literacy: Connecting Culture and Classroom. — Thousand Oaks: Corwin Press, 2011. — 232 p.
7. Jenkins H. Convergence Culture: Where Old and New Media Collide. — New York: New York University Press, 2006. — 336 p.
8. Boyd D. It's Complicated: The Social Lives of Networked Teens. — New Haven: Yale University Press, 2014. — 296 p.