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TECHNOLOGIES FOR DEVELOPING HUMANISTIC VALUES BASED ON SOCIAL MEDIA

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Abstract:

This thesis examines the pedagogical technologies used to develop humanistic values among students through social media. In the digital era, social networks, blogs, video platforms and online communities influence students’ moral consciousness, communication culture and social behavior. Social media may strengthen empathy, tolerance, civic responsibility and respect for human dignity when it is used purposefully in education. At the same time, uncontrolled digital content may spread aggression, stereotypes, misinformation and moral indifference. Therefore, the development of humanistic values through social media requires a clear pedagogical strategy. The thesis analyzes value-oriented content selection, critical media analysis, reflective discussion, digital storytelling, project-based learning and ethical online communication as key technologies. The results show that social media can become an effective educational environment when it is integrated with humanistic pedagogy, media literacy and reflective learning.

Keywords: humanistic values, social media, pedagogical technology, digital education, empathy, tolerance, media literacy, moral education, civic responsibility.



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The rapid development of digital communication has transformed the educational environment and the social experience of students. Social media has become one of the main spaces where young people receive information, communicate with others, express personal opinions and evaluate social events. This situation creates new pedagogical opportunities and challenges. On the one hand, social media provides access to stories of kindness, charity, intercultural dialogue, environmental responsibility and civic initiatives. On the other hand, it may expose students to destructive communication, hate speech, cyberbullying, manipulation and superficial thinking.

Humanistic values are based on respect for human dignity, empathy, tolerance, freedom, justice, cooperation and social responsibility. These values cannot be formed only through theoretical explanation. They require emotional experience, moral reflection, dialogue and practical activity. Social media can support this process because it presents real-life situations, human stories and social problems in visual, interactive and accessible forms. The purpose of this thesis is to analyze technologies for developing humanistic values based on social media and to define their pedagogical significance.

The study is based on theoretical analysis, pedagogical generalization and conceptual modeling. Scientific works on humanistic pedagogy, digital education, media literacy and moral development were examined. The methodological basis includes the humanistic approach, axiological approach, competency-based approach and critical media literacy. The humanistic approach focuses on the development of the student as a morally responsible person. The axiological approach allows social media content to be analyzed through values. The competency-based approach interprets humanistic development as a combination of knowledge, attitude, communication and practical behavior. Critical media literacy helps students understand, evaluate and ethically interpret digital content.



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The first important technology is value-oriented selection of social media content. The teacher should choose materials that reflect empathy, mutual respect, social support, inclusion, civic activity and cultural diversity. Such content may include short videos about volunteers, posts about helping vulnerable groups, interviews with people overcoming life difficulties, campaigns for environmental protection or digital stories about intercultural cooperation. The educational value of these materials lies in their ability to connect moral concepts with real human experiences.

The second technology is critical media analysis. Students should not accept social media content passively. They need to identify the source, purpose, audience, emotional influence and ethical meaning of each material. This process helps them distinguish humane content from manipulative or destructive messages. For example, when analyzing a post about a social conflict, students may discuss whether the material respects human dignity, whether it contains stereotypes, and whether it encourages constructive dialogue or aggression. In this way, media analysis becomes a tool for moral judgment.

Reflective discussion is another effective technology. After viewing or reading social media content, students should express their personal attitude and compare it with the opinions of others. Reflection helps them understand their own values, emotional reactions and possible prejudices. Questions about responsibility, justice, compassion and respect encourage students to move from simple emotional response to conscious moral reasoning. Through respectful discussion, students learn to listen, justify their opinion and recognize the dignity of others.

Digital storytelling also has strong pedagogical potential. Students may create short videos, podcasts, blogs or visual narratives devoted to kindness, tolerance, family values, social responsibility or respect for different cultures. In this process, they do not only learn about humanistic values but also express them creatively. The



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creation of digital content strengthens personal involvement, communication skills and responsibility for the social impact of one's message.

Project-based learning based on social media can also develop humanistic values. Students may design online awareness campaigns, charity initiatives, ecological challenges or educational pages promoting respectful communication. Such projects connect digital activity with real social usefulness. They help students understand that social media is not only a space for entertainment but also a tool for positive social change. Participation in meaningful digital projects develops initiative, cooperation and civic responsibility.

Another necessary technology is the formation of ethical online communication. Students should learn that every comment, post or shared message may influence another person. Therefore, digital communication must be based on respect, accuracy, responsibility and empathy. The teacher should guide students to avoid insulting language, misinformation, discrimination and emotional manipulation. Ethical online communication transforms humanistic values into everyday digital behavior.

The development of humanistic values through social media depends on pedagogical guidance. If students use social media without critical and moral orientation, digital content may remain superficial or even harmful. However, when teachers organize purposeful work with social media, it becomes a powerful educational resource. The most important condition is the integration of content analysis, dialogue, reflection and creative production. Students should not only consume positive content but also evaluate, discuss and create humanistic messages themselves.

The teacher's role changes in this process. The teacher becomes a facilitator, moderator and ethical guide. Instead of giving ready-made conclusions, the teacher helps students ask meaningful questions, analyze digital situations and make



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responsible decisions. This approach corresponds to modern education, where the learner is an active participant in meaning-making.

At the same time, social media technologies should be used carefully. Content must be selected according to students' age, cultural context and educational goals. Sensitive topics require emotional safety and respectful discussion rules. Assessment should also include not only knowledge but also reflection, communication culture, participation in projects and the humanistic meaning of created media products.

Social media-based technologies can effectively support the development of humanistic values when they are used consciously and pedagogically. Value-oriented content selection, critical media analysis, reflective discussion, digital storytelling, project-based learning and ethical online communication help students develop empathy, tolerance, civic responsibility and respect for human dignity. The educational potential of social media is realized only when digital communication is connected with humanistic goals. In this sense, social media becomes not merely a technological platform but a modern pedagogical environment for forming morally mature and socially responsible students.

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