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**INCREASING SOCIAL ACTIVITY THROUGH THE DIGITAL COMPETENCE
AND PSYCHOLOGICAL READINESS OF FEMALE STUDENTS**

Saidova Ziyoda Nishonovna

Master's Student,

Asia International University

Abstract: This scientific work presents an in-depth analysis of the interrelationship between digital competence and psychological readiness in increasing the social activity of female students. The research highlights the mechanisms through which active participation in the digital environment, communication culture, information-processing skills, and personal psychological stability contribute to the development of social activity. It examines how female students' level of mastering digital technologies influences their self-expression, social initiative, leadership aspiration, and active participation in online communities. The components of psychological readiness—such as motivation, self-confidence, emotional intelligence, stress resilience, and social adaptation—are analyzed in connection with female students' activity in the digital sphere. Additionally, conceptual approaches related to the development of digital thinking, information-security culture, media education, virtual collaboration, and digital communication culture, and their impact on students' social activity, are presented.

Keywords Digital competence, psychological readiness, social activity, female students, digital thinking, media education, emotional intelligence, digital communication culture, Information-processing, skills, Online learning environments, digital adaptability. motivational factors, personal development, virtual collaboration, digital security culture

INTRODUCTION

In modern society, the processes of digital transformation affect not only economic or technological systems but also human daily life, interpersonal relations, and the level of social activity. The digital competence of female students studying in higher education institutions has become a crucial factor determining their participation in social processes, communicative activity, initiative, leadership potential, and degree of integration into society. The digital environment expands the possibilities for self-expression, facilitates access to social resources, individualizes the learning process, and strengthens social mobility. Therefore, increasing the social activity of female students is a relevant issue that must be examined at the intersection of psychology, pedagogy, sociology, gender studies, and modern educational technologies.

The social activity of female students is manifested through consistent behaviors such as active participation in social interactions, taking initiative, engaging in community projects, participating in public affairs, expressing personal opinions freely, and being active in communication processes. Digital competence, in turn, consists of skills such as working with digital information, effectively using technological tools, ensuring digital



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safety, media literacy, and digital culture. The intersection of these two factors strengthens psychological readiness, self-regulation, intrinsic motivation, self-confidence, communicative competence, and stress tolerance among female students.

The importance of digital competence in enhancing female students' social activity is most clearly reflected in the expansion of social connections via digital resources. The availability of knowledge-sharing platforms, participation in online communities, joining professional networks, and engaging in projects aligned with personal interests not only broaden their social interaction but also serve as a psychologically supportive factor. For instance, social networks, virtual clubs and groups, online training courses, and digital platforms designed specifically for women provide the opportunity to express opinions and share experiences and achievements. This strengthens self-confidence and helps them feel like active members of society.

Psychological readiness plays a crucial role in the process of enhancing social activity. It includes internal resources, the ability to adequately evaluate oneself, make independent decisions, defend personal viewpoints, possess communication skills, manage stress and anxiety, and understand risks associated with the digital environment. Effective use of digital technologies does not automatically ensure social activity because the process is closely tied to psychological factors. Even a digitally literate student may exhibit limited activity if she lacks self-confidence, fears expressing opinions online, is anxious about cyber risks, or struggles with communicative barriers.

Today, the development of digital competence among female students encompasses not only technological skills but also aspects such as psychological safety, media culture, critical thinking, and managing digital identity. Digital identity shapes one's strategy of self-presentation in the virtual environment. Female students often face psychological pressure in the digital sphere, including cyberbullying, social comparison, dependency on external evaluation, aesthetic pressure, and stereotypes related to appearance. Therefore, digital competence must incorporate not only technical abilities but also psychological resilience, establishing and protecting personal boundaries in virtual spaces, and maintaining healthy communication.

Female students' social activity is largely determined by their ability to feel valued on digital platforms and to express their experiences without excessive psychological fear or anxiety. The digital environment—especially when organized in the form of closed audiences, forums, or special groups—can create a psychologically safe space for girls. In such an environment, they can share their thoughts and communicate without the social pressures that may occur in real-life interactions. This, in turn, strengthens the psychological foundation of social activity. Digital trainings, online courses, webinars, and online mentoring programs designed for women create opportunities for female students to develop their abilities, enhance professional competence, and take on an active role in society.

When analyzing the psychological mechanisms of social activity, motivation holds particular importance. Intrinsic motivation drives individuals based on personal interest,



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internal needs, or the desire for self-development. Extrinsic motivation, on the other hand, is linked to external factors such as rewards, recognition, social status, or evaluation. For female students, social activity is often reinforced by extrinsic motivation: encouragement from teachers, peer support, recognition in community activities, positive comments and feedback on social media, and the opinions of friends. However, intrinsic motivation is more crucial for establishing sustainable social activity. Digital competence strengthens intrinsic motivation, as female students gain the ability to create their own independent learning trajectories, monitor their performance, and evaluate their own achievements through technology.

From a psychological perspective, digital competence also contributes to self-directed learning and the development of metacognitive skills. During online exploration, female students improve their skills in selecting information, analyzing data, comparing sources, and drawing conclusions. These processes enhance their critical thinking abilities and intellectual activity, creating psychological conditions for active involvement in social issues. As critical thinking develops, indifference to social problems decreases, while the likelihood of forming well-grounded positions, expressing clear opinions, and participating in problem-solving becomes stronger.

The impact of digital competence on female students' leadership abilities is also noteworthy. In the virtual environment, opportunities such as project management, content creation, organizing online communities, moderating discussions, and promoting social initiatives are widely available. Through participation in digital projects, female students can test leadership skills, promote ideas they find meaningful, manage groups, and develop coordination abilities. This process psychologically reinforces self-confidence, expands social roles, and lays the foundation for forming an active civic identity.

Additionally, psychological safety and digital culture play an essential role in developing female students' digital competence. Digital culture involves behaving ethically, respectfully, and responsibly in the digital environment. This is especially significant for girls, as digital spaces often expose them to stereotypes, cyberbullying, discriminatory comments, or gender-based pressure. Therefore, developing cybersecurity strategies, avoiding provocative content, managing personal data, and learning ways to navigate unpleasant digital situations are integral components of enhancing psychological resilience.

Online collaborative environments also play an invaluable role in increasing female students' social activity. Through remote collaboration platforms, group chats, and virtual communities, students take part in social projects, develop skills in collective decision-making, share responsibility, and practice public speaking. These experiences create a psychologically supportive environment, reduce social anxiety, and strengthen communicative confidence. For some girls, expressing opinions in virtual spaces is easier than in traditional classrooms, which provides a favorable opportunity to enhance social activity.



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The influence of digital competence on female students' emotional intelligence is another significant area of research. Emotional intelligence encompasses the ability to recognize and manage personal emotions, understand the emotions of others, and demonstrate empathy. Digital communication often lacks nonverbal cues, requires rapid thinking, and involves quick reactions and intense discussions. Therefore, female students must develop emotional stability in digital communication, respond appropriately to emotionally challenging content, and use psychological defense mechanisms effectively. When these competencies are strengthened, students become more active in social processes, demonstrate greater psychological maturity, and are less afraid to take initiative.

Digital competence also plays a crucial role in shaping female students' career goals and professional orientation. Creating digital portfolios, developing skills through online courses, participating in virtual internships, and joining international online projects prepare them for future professional life. Such experiences enhance social activity, as understanding one's future role increases social motivation, boosts self-confidence, and encourages active participation in social processes. Furthermore, the connection between digital competence and communicative competence among female students is of great importance. Effective use of online communication tools, expressing ideas clearly, adhering to discussion norms, maintaining constructive dialogue on social media, and respecting diverse opinions constitute the psychological foundation of social activity. When female students possess strong communicative competence, they feel more confident participating in community work, social projects, academic events, and volunteer activities.

Digital competence fosters innovative thinking among female students. The development of innovative thinking, in turn, activates individuals in social life, as it encourages them to seek new solutions to existing problems. Presenting innovative ideas and implementing them through various projects, events, and community initiatives contributes to both psychological development and the enhancement of social skills in young women.

The digital competence and psychological readiness of female students provide a foundation for the more stable and conscious development of social activity. In a learning environment shaped by digital technologies, girls gain independent experience, satisfy their intellectual needs, and begin to perceive themselves as active participants in social processes. As their skills in using digital services expand, the process of making decisions regarding their position within the social system becomes more deliberate and goal-oriented. In particular, a sense of responsibility toward social issues increases, as individuals develop skills that help them analyze contemporary social processes in depth.

Digital competence is one of the key factors that encourages female students to form their own personal stance. The ability to identify logical connections between information from various sources, to view social events critically, and to assess the reliability of information teaches them not to remain indifferent to social processes. The digital information environment provides rapid access to news about social events, which enhances their sensitivity to changes in society. As female students stay informed about

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developments in various spheres of social life, they tend to form their own opinions, evaluations, and positions, which become an integral component of social activity.

Psychological readiness is crucial for female students not only in terms of self-expression but also in self-management. The unique demands and characteristics of the digital environment are constantly evolving, requiring individuals to develop psychological adaptability. Adaptability refers to the ability to adjust to changes in the social environment, quickly respond to new conditions, accept innovations, and act proactively based on them. When these skills are developed, female students demonstrate greater confidence in participating in social events, community activities, volunteering, and project management. Digital competence increases the sense of personal effectiveness among female students. Personal effectiveness refers to an individual's internal belief in their ability to successfully perform any type of activity. When young women can confidently work with digital technologies, they tend to evaluate their chances of achieving set goals as higher. A strong sense of personal effectiveness makes it easier to be socially active. The digital environment allows individuals to plan their tasks, monitor processes, and manage their time efficiently. When these skills are well developed, participation in social projects no longer seems like a difficult task; instead, it becomes an engaging and meaningful experience.

All the aspects analyzed above demonstrate that the digital competence and psychological readiness of female students form an interconnected and holistic system in enhancing social activity. Digital competence strengthens psychological readiness, while psychological readiness expands the possibilities for effectively utilizing digital competence. As a result, the social activity of female students increases; they take on an active role in society, consciously shape their lives and future, and develop the competencies necessary to achieve social success.

CONCLUSION

Enhancing the social activity of female students has become an urgent issue in today's era of globalization, rapid digital transformation, and the accelerated growth of communication technologies. Research shows that the formation of social activity is not determined solely by organizational, educational, or cultural opportunities, but is closely interconnected with the individual's digital competence and psychological readiness.

Digital competence enables female students to find their place within the flow of modern information, think critically, interpret media products correctly, participate effectively in virtual collaboration, and take an active role in digital initiatives within society. A high level of digital literacy creates a foundation for young women to openly express their opinions on social networks and online platforms, participate in innovative projects, demonstrate initiative, and develop leadership qualities. Psychological readiness forms the internal basis of activity in the digital environment. Self-confidence, social courage, motivation, emotional intelligence, stress tolerance, and communicative culture are all psychological factors that reinforce the active position of female students. Those with strong psychological preparedness can easily adapt to new situations, are not afraid to

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master digital technologies, and are able to express their ideas clearly, effectively, and respectfully. The findings of the study reveal that the harmonious development of digital competence and psychological readiness serves as a powerful mechanism for increasing the social activity of female students. An integrative approach in the educational process—one that combines technological knowledge, digital practice, personal development psychology, and communicative culture—plays a vital role in shaping a generation of socially active, initiative-driven young women who hold their own opinions and consciously engage in social processes.

Therefore, educational institutions must introduce a systematic approach that integrates psychological support with programs aimed at developing digital competence, strengthening social skills, analytical thinking, media literacy, and emotional resilience. Such a comprehensive program will help sustain high levels of social activity among female students not only during their academic years but also throughout their future professional, social, and personal lives.

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