

## PSYCHOLOGICAL ASPECTS OF CLASSROOM MANAGEMENT IN A DIGITAL LEARNING ENVIRONMENT

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**Abstract:** The article analyzes the psychological aspects of classroom management in a digital learning environment based on scientific and theoretical sources and foreign and domestic research. The importance of maintaining student attention, normalizing cognitive load, stimulating internal motivation, ensuring discipline, and creating a psychologically safe environment in a digital environment is revealed. Also, the teacher’s digital-psychological competence, pedagogical communication culture, and emotional support skills are established as important factors in educational effectiveness. The results of the study show that effective classroom management in a digital learning environment depends more on the human factor, psychological approach, and innovative pedagogical strategies than on technology.

**Keywords:** digital learning environment, classroom management, educational psychology, cognitive load, motivation, psychological safety, digital competence, pedagogical communication, innovative education

**INTRODUCTION.** In today’s globalized world, as a result of the rapid development of digital technologies and their deep penetration into the education system, the study of the psychological aspects of classroom management in a digital educational environment has become one of the most relevant areas of pedagogy and educational psychology today. Because the modern educational process is not limited to traditional classrooms, but is organized through virtual classrooms, hybrid lessons, distance learning platforms, artificial intelligence-based learning tools, and interactive digital resources. In such conditions, the content of classroom management is also changing, and it is associated not only with ensuring discipline or organizational coordination of the lesson process, but also with managing the psycho-emotional state of students, attention stability, internal motivation, social activity, and the culture of digital communication.

Scientific research on the topic shows that this problem is of global importance. Reports from international organizations such as UNESCO, OECD, UNICEF note that the digitalization of education has become a priority in world education policy after the pandemic. In particular, according to UNESCO, billions of students switched to online learning as a result of the temporary closure of educational institutions in more than 190 countries during the pandemic, and this process required new approaches to the effective organization of education in a digital environment. In this regard, research into the psychological foundations of classroom management in a digital environment is also of strategic importance at the international level.

In the scientific literature, special attention is paid to the issue of maintaining students’ attention in a digital environment, normalizing cognitive load, and reducing the negative impact of information effects. Fundamental approaches such as J. Sweller’s cognitive load theory, R. Mayer’s multimedia learning concept, Deci and Ryan’s self-determination theory of motivation, and Bandura’s social learning model serve as an important theoretical basis for understanding the mechanisms of psychological control in a digital educational environment. These theories scientifically substantiate the need to view the student as an active subject in the digital educational process, taking into account his needs and individual characteristics.

In the education system of Uzbekistan, digitalization processes have also risen to the level of state policy. The “Uzbekistan – 2030” strategy, the introduction of electronic platforms in schools and higher education institutions, the widespread use of tools such as Kundalik, Moodle, Google Classroom, Zoom, Microsoft Teams are practical manifestations of reforms in this area. However, technical infrastructure alone does not guarantee the quality of education. For the effective use of these tools, the psychological preparation of the teacher, digital pedagogical competence and the level of adaptation of students to the digital environment are of decisive importance. Therefore, in local research, there is also growing interest in the issues of increasing motivation in e-learning, forming a culture of online communication, reducing digital stress and emotional support.

The relevance of the topic is also explained by the fact that classroom management in a digital environment is not only a pedagogical issue, but also a matter of socio-psychological safety. If these factors are not taken into account in the educational process, it is possible that digital technologies will create new problems instead of expanding educational opportunities. Therefore, psychological prevention, empathetic communication, creating a positive digital environment, and monitoring the emotional state of students are urgent tasks in classroom management.

Also, in the conditions of the digital economy and intellectual society, the future generation is required to think independently, work with information, collaborate in a team, and have a digital culture. These competencies are formed precisely in the digital educational environment. Therefore, psychologically correct classroom management is important today not only in terms of lesson effectiveness, but also in terms of forming the potential of future personnel.

**MAIN PART.** The first important psychological aspect of classroom management in a digital environment is related to maintaining attention and regulating cognitive load. During an online lesson, the student is simultaneously exposed to the effects of the screen, chat, external messages, other applications and the environment. This situation leads to rapid distraction of attention. According to the cognitive load theory developed by J. Sweller, the human working memory capacity is limited, and excessive information reduces the effectiveness of the learning process [2]. If the material in an online lesson is presented in a disorganized, overloaded with visual elements, or in the form of a continuous long lecture, the student quickly gets tired and the level of material acceptance decreases. According to R. Mayer’s multimedia learning theory, the level of assimilation is higher when information is presented in a concise, logical and visually balanced way [3]. Therefore, psychological effectiveness in digital classroom management largely depends on the content design.

The pedagogical skills of the teacher are crucial in managing attention. In an online environment, changing the type of activity every 7-10 minutes, using the question-and-answer method, introducing mini-tests, interactive tasks, and live communication elements increase the cognitive activity of students. Uzbek researcher Sh. Kurbonov emphasizes that dividing the lesson material into short blocks and visual structuring in e-learning conditions serve to stabilize attention [4]. This approach is an important psychological tool for classroom management in a digital environment.

The second important aspect is ensuring motivation and participation. In a digital environment, there is a high probability that students will become passive observers. While the student behind the camera may appear to be participating in the lesson externally, he or she may be internally disconnected from the learning process. According to E. Deci and R. Ryan’s self-determination theory, intrinsic motivation in a person arises when the needs for autonomy, competence, and social connectedness are satisfied [5]. Providing choices, organizing independent tasks, providing immediate feedback, and establishing group collaboration in online education serve

to satisfy these needs. For example, if a student is given the opportunity to choose the format in which to complete a task, he or she will develop a sense of responsibility. Also, immediate positive feedback increases his or her confidence in his or her abilities.

According to A. Bandura’s social learning theory, people also learn by observing and modeling others [6]. In a digital environment, the teacher’s activity, speech culture, technological freedom and positive attitude serve as a role model for students. Group work with peers, presentations and collaboration platforms enhance social motivation. Uzbek researcher B. Khodjayev notes that gamification elements in the educational process - ratings, badges, virtual rewards and a competitive environment - significantly increase student activity [7]. Therefore, supporting motivation in managing a digital classroom is a key condition for psychological stability. It is related to discipline and behavior management. While in a traditional classroom, discipline is mainly controlled through the physical environment, in a digital environment it relies more on internal responsibility and digital culture. In an online class, situations such as turning off the camera, skipping class, communicating in chats that are not relevant to the topic, and visiting other sites have a negative impact on academic discipline. B. Skinner proved in his behaviorist theory that it is possible to form the desired behavior through positive reinforcement [8]. In an online environment, this is done through praise, electronic certificates, points, or positive comments. The method of encouragement is considered more effective than punishment.

J. Kounin in his theory of classroom management substantiated the concept of “withitness” [9]. In a digital environment, this is ensured through participation statistics, live surveys, chat monitoring, activity indicators and short reflection methods. If the teacher pays attention to the participation of each student, students feel not under control, but as significant participants. This strengthens discipline through intrinsic motivation. Another important aspect is emotional well-being and psychological safety. In a digital environment, some students may be shy about speaking in front of a camera, afraid of technical errors, feel isolated or experience digital fatigue. A. Maslow in his theory of the hierarchy of needs emphasizes that if the needs for safety and belonging are not satisfied, a person cannot achieve high cognitive activity [10]. Therefore, if a student feels respected, accepted, and supported in an environment, their learning engagement will be higher.

D. Goleman’s theory of emotional intelligence shows that a teacher’s ability to manage their own emotions, show empathy, and establish positive communication has a strong impact on the classroom environment [11]. In online classes, the teacher’s tone of voice, smile, patience, respectful writing style, and supportive words create a psychologically safe environment. Uzbek psychologists have noted that the silence of some students in an online environment may not be a sign of ignorance, but rather a sign of social anxiety [12]. Therefore, the teacher should evaluate each case of passivity with understanding, not punishment.

Another important condition for classroom management in a digital environment is the digital-psychological competence of the teacher. This concept is not limited to the skills of using technology. It also includes stress tolerance, communication culture, time management, conflict resolution, empathy and motivational leadership. The TPACK model developed by P. Mishra and M. Koehler requires the integration of pedagogical knowledge, technological knowledge and scientific knowledge [13]. However, psychological preparation is a key factor for the practical application of this model. Uzbek scientist A. Abduskodirov emphasizes that the success of digital pedagogy depends on the humanistic approach and psychological stability of the teacher [14].

**CONCLUSION.** The conducted scientific and theoretical analyses show that classroom management in a digital educational environment is being formed as a complex direction of modern pedagogy and educational psychology. This process is not limited to the use of technical platforms

or electronic tools, but requires in-depth consideration of the cognitive, emotional, motivational and socio-psychological characteristics of students. It was found that the effectiveness of education in a digital environment largely depends on the teacher’s psychological competence, pedagogical communication culture and skills in managing student activity. According to the results of the study, maintaining attention, normalizing cognitive load, stimulating internal motivation, ensuring discipline and creating a psychologically safe environment are the priority areas of classroom management in the digital educational process. Theories of foreign scientists such as J. Sweller, R. Mayer, E. Deci, R. Ryan, A. Bandura, A. Maslow, D. Goleman, as well as scientific views of local researchers, serve as a solid theoretical basis for the humane and effective organization of the educational process in a digital environment. Also, the analysis showed that the role of the teacher in managing the classroom in a digital environment is changing from the traditional position of a supervisor to that of a facilitator, motivator, consultant and psychological supporter. This means that in the processes of training and retraining of pedagogical personnel, it is necessary to develop special competencies in digital pedagogy, educational psychology, media communication and digital ethics.

The ongoing digitalization reforms in the education system of Uzbekistan are further enhancing the practical importance of this area. Along with the introduction of electronic platforms, one of the important tasks remains the development of mechanisms for their psychologically correct use, monitoring the emotional state of students, reducing the risk of digital stress and social isolation, and creating a positive digital environment in the educational process.

In conclusion, it can be noted that scientifically based improvement of the psychological aspects of classroom management in a digital learning environment is an important condition for improving the quality of education, personal development of students, and the potential of future competitive personnel. Therefore, it is of strategic importance to expand fundamental and applied research in this area, introduce innovative psychological approaches to national educational practice, and consistently develop the digital-psychological competence of educators.

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