EDUCATING IN EMOTIONAL COMPETENCES IN THE INFORMATION AND COMMUNICATION SOCIETY
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1. EMOTIONAL EDUCATION IN THE DIGITAL SOCIETY

Emotional intelligence might be defined as the ability to solve problems in changing situations, make decisions in a flexible way, and assess and arrive at decisions about the social world, as well as possessing the ability to manage the relational dimension, skills that undoubtedly require competencies that need to be molded and educated.

From this angle, we understand that it is necessary to educate emotions from four basic pillars: knowing, the ability to deal with experience concretely, living together in conflict and harmony, and owning a defined being (Gallardo-López, and Gallardo-Vázquez, 2010), in line with the Delors Report (1996) where we can see that, more than twenty years ago, emotional education was defined as an essential element in the integral development of people.

In this sense, the concept is not new, since, for example Gardner (1983) coined the multiple intelligences decades ago, promoting what we know today as emotional intelligence, and authors such as Salovey and Mayer (1990) collaborated enormously in the development of this revolutionary perspective. Later, at the dawn of the twentieth century, Goleman (1996) also studied emotional intelligence and massively disseminated his research defining this type of intelligence as the ability to recognize one's own feelings, and those of others, and the capacity to motivate and correct the handling of relationships.

These basic elements of emotional education that we have mentioned are key to life in society as we have to share and live with our fellow human beings, learn to manage our emotions, and recognize those of others to act accordingly. Inevitably, all of the above is imbued with values and principles that must be put into practice.

Emotional education is therefore a permanent educational process, whose objective is to develop emotional skills to train human beings for coexistence in society, to collaborate in their personal and social well-being (Muñoz, 2017).

Therefore, if we intend to work on emotions from the point of view of the educational field, we should always try to improve the recognition and identification of our own emotions and those of others, learn to regulate them and generate positive emotions, educate frustration and self-motivation to cultivate a positive coexistence with ourselves, and facilitate our social relations (Bisquerra, 2010). In this sense, emotions "constitute an essential element of our existence, because they mark our reactions to the environment and directly influence our perceptions" (Martínez and González, 2017, p.11).

In the framework of the digital society, the internet expresses and exchanges emotions constantly. This explicit and immediate expression, thanks to the ease of access, helps people who participate in these virtual environments to build their own subjectivity through instruments such as social networks, and experience and share moods, feelings, and emotions such as anger, sadness, joy and fear, among many others.

Therefore, given the importance of the new context of social interaction and communication that is the digital society that we have to live with, a place full of lights, but also shadows, as we will see below. In this way, it is necessary to work emotionally from digital environments, trying to achieve that, from the educational point of view, the citizen adapts to the social environment (López-Noguero, 2008).

2. SCHOOL HARASSMENT, EMOTIONAL REGULATION, AND NEW TECHNOLOGIES

The new technologies can configure complex, complicated, and even dangerous spaces, since in numerous occasions we are witnesses of the personal exposure to aggressions that can cause damages in the health and integrity in the people who suffer them. Most of these attacks are carried out through the Internet, social networks or mobile phones, and the main purpose pursued by the aggressor is to annoy, intimidate, exclude, or even deliberately mistreat the victim (Donoso, Rubio and Vilà, 2018).

This type of harassment, committed in virtual spaces of social connection, we usually call cyberbullying and, "in comparison with the aggressions in the physical context, the aggressions through electronic devices favor the anonymity on the part

of the aggressor and, with this, the disinhibition of their behavior " (Álvarez, Barreiro, and Núñez, 2017, p.90).

If we look at the data of cyberbullying in Spain, according to the III Study on bullying and cyberbullying of the ANAR Foundation (Ballesteros, Pérez de Viñaspre, Díaz and Toledano, 2018), we can notice that last year there were a total of 809 calls attended from school harassment and cyberbullying, which resulted in a total of 590 cases. Two thirds of the victims of cyberbullying are women, the average age of the victims is 13.5 years, and they recognize that, as victims of this harassment, performance and satisfaction at school deteriorate dramatically.

An interesting fact about the gender of the bullies is that the proportion of men has increased from 31.2% in 2016 to 46.7% in 2017, while the aggressors descend (from 39.0% to 23.3%). On the other hand, a notable part of the victims of cyberbullying have among their aggressors former friends (49.0 % of cases).

The data obtained in this report reveal that in 92.6 % of cases, the mobile phone is the main device through which minors exercise cyberbullying, either by sending WhatsApps (76.0 %) or through other social networks (48.0 %).

In our opinion, to combat these new forms of abuse we must work in an interdisciplinary manner and, obviously, in collaboration with the educational agents involved, since all of them play an important role in approaching this problem.

In effect, schools must participate cooperatively with families, teachers and students, as it is not a phenomenon of low incidence. The manifestations of violence between equals is a common problem in all countries of the world, it is a situation that negatively affects the academic performance and the psycho-emotional development of the people involved.

In this sense, one of the areas of research to improve this situation of bullying is from the perspective of emotional regulation, which focuses its concentraion on generating the ability to control and modify emotions for emotional and intellectual development (Estévez and Jiménez, 2017). If people are able to "manage their feelings, emotions, and those of others, and can channel their frustrations, they will be able to cope with situations of abuse" (Muñoz, 2017, p.36).

In this sense, there is scientific evidence that relates the lack of understanding of emotions to situations of abuse that occur between adolescents, since in many

cases the aggressors lack empathy and are not able to put themselves in the place of the victims and understand the consequences of the abuse they are exercising.

From the social and educational perspective of the situation, bullying is very complex since there are a lot of factors that can favor its appearance and continuance over time. Therefore, it is essential that attention be given to the characteristics of harassment in digital environments in order to detect it in time. The role of families in the transmission of values and education to regulate emotions is a key factor, including emotions in the digital society and in the management of ICTs. As well as the responsibility to remain alert observing and supervising the behaviors tha sons and daughters develop, above all when using technological tools, which is the case that concerns us.

3. SOCIAL NETWORKS

Nowadays, social networks are a commonly used tool for social interaction in digital spaces. It is very common for the Internet user to have an active profile in social networks as they help to maintain professional or friendship contacts in a participatory manner. In addition, in these spaces it is possible to create and share information and knowledge.

In this sense, we can not conceive of social networks as a simple resource for the exchange of messages, but rather they open very powerful paths for active social participation, facilitating the creation and dissemination of information, as well as interaction, opinion and participation, so we must, from the angle of education, work decisively in these environments (López-Noguero and Cruz, 2018).

The current society is characterized by having continuously interconnected citizens, among other things, due to the easy access to the internet and mobile phone communication. This new way of communicating and understanding relationships with information, with space and time, has considerably transformed our way of conceiving the world around us and adapting to new realities.

In this sense, new technologies greatly favor the flexibility in relationships between individuals and groups (Naval, Serrano, Sádaba and Arbués, 2016; Morón, López-Noguero and Cobos, 2017) and can be a great social resource on different levels.

This new way of relating in the digital society is characterized by not having to show a really solid commitment in the interaction that is established between people, as the communication that occurs might be focused in an ephemeral and volatile way. As a result, people can feel in company but at the same time maintaim their

individuality, in addition to duplicating their presence in two different but complementary contexts: physical or real, and technological or virtual.

Attention to the emotional dimension of people in this new social reality is fundamental. Social networks are perceived as very useful tools to show others our image, our tastes, and the activities we perform in our leisure time, but they can also be analyzed focusing on the risks that may arise from their use.

We must observe, however, that among the dangers of an inappropriate use of this type of technological tools are addictions, as well as problems of identity, values, harassment and serious conflicts in the development of personality (Sanz, Alonso, Sáenz de Jubera, Ponce de León and Valdemoros, 2018), which indicates clearly their serious risks.

In this way, according to Sánchez (2017) "ICTs lead us to a world that demands more and more contact with one another, reaching the point of seeing loneliness as a threat from which one must inevitably flee" (p.17). This circumstance can harm us as citizens in the sense that we are heading towards a future in which we will increasingly be less independent, autonomous and critical, so we have to teach and learn to disconnect from our virtual world and reconnect with the physical world.

The construction of identity and the relationship with culture in the digital age, especially in young people, is a topic of special attention, but we have not always noticed it. There are countless social networks in the internet, such as Facebook, Instagram or YouTube, that significantly influence these processes of identity development, especially through the so-called influencers who act as gurus in the socialization processes (Aran, Fedele and Tarragó, 2018).

According to the latest data from the AIMC survey (2018) to Internet users, in Spain, the most used device for accessing the internet is the mobile phone (92.1%), followed by the laptop (72.5%). The 42.9% of respondents admit to consuming internet more than 4 hours a day, and the most used application is WhatsApp (92.5%), followed by Facebook (50.8%). On the other hand, the most used social networks are Facebook (85.6%), Instagram (47.1%) and Twitter (46.4%). And 22.6% of the people surveyed claim to follow youtubers on an occasional basis.

In this sense, and based on the data provided, we can see how the daily use of smartphones has configured a type of relationship with the internet and with social networks more continuous and immediate, and that "the social motivations that reinforce the use of the mobile phone are strongly linked to the social relationships that are established from it" (Calvo and San Fabian, 2018, p.11).

According to Argente, Vivancos, Alemany and García, (2017), young people are the ones who most use social networks in order to expand their sociability without being really aware of the information they share and the risks they thus face.

Issues such as privacy and security in social networks require awareness, education and training from a preventive approach to protect the rights of all citizens in democracy. Therefore, the use and enjoyment of virtual entertainment is a good on the rise and its consumption is inevitable, but always from a critical and reflective perspective, inculcating positive values and beneficial practices for people in society.

4. CONCLUSIONS

We live in an eminently digitized society, life develops simultaneously in two parallel realities: the physical and the virtual. Therefore, we must be aware that aspects related to coexistence in community, such as values, emotions, the relationships we establish, the way we communicate, and the treatment we give to the information we create and share, are completely influenced by the way in which we use the technological tools that allow us access to these digital contexts.

New technologies are means that educate and socialize and, therefore, play a key role in the development of personality. The exponential growth of the digital culture must be in line with an educational progress in the treatment and regulation of emotions, and an impulse towards and adaptation of social values, since if we do not try to adequately adapt to these new virtual realities the negative psychosocial consequences for citizens can be catastrophic.

From an educational point of view, pedagogies must adapt to new situations and be protagonists of innovation for paradigm change. Therefore we note that the new virtual spaces generated in digital societies must be invaded by educational and formative movements that take advantage of their potentialities and collaborate in the formation of more democratic and participative societies, fostering ethical and political commitment.

The younger generations are the main actors and activists in this digitalized society, they are our greatest tool for development and social evolution, but, at the same time, they become the most vulnerable people. An inappropriate use of the technologies that allow participation in these contexts can seriously affect their integrity and that of others.

The presence of negative behavior of people in these new digital spaces, such as cyberbullying, the misuse of social networks, problems associated with privacy, intimacy or addictions, are the result of an adaptation to a rapidly growing environment. Therefore, media literacy, the acquisition of digital skills, and education in values for the construction of a civic, empathetic and tolerant society are a priority objective.

The development of emotional intelligence has much to contribute in this task, in the sense that if we have emotionally educated citizens they will have the necessary tools to adapt to new situations a world that is constantly changing, they can make decisions with a flexable approach, and unwind properly in society, thanks to the deep knowledge of oneself, of what they have to do, and how to live and how to be.

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