

## THE IMPORTANCE OF EMOTIONAL STABILITY IN THE PROFESSIONAL ACTIVITIES OF TEACHERS

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**Annotation.** This article focuses on the study of the role and importance of developing emotional stability in future primary school teachers during their university education. It examines the concept, place, and significance of emotional resilience within the teaching profession. Emotional stability is considered an essential professional quality, as teachers constantly face complex emotional situations arising from interactions with students, parents, and colleagues. The paper highlights that maintaining composure, empathy, and balance directly influences the quality of the educational process and the teacher's effectiveness. The article reviews research conducted by both domestic and foreign scholars, emphasizing various theoretical and practical approaches to fostering emotional resilience. The research methodology combines quantitative and qualitative methods, allowing a comprehensive analysis of the significance, characteristics, and development mechanisms of emotional stability. The findings underline the necessity of purposeful training and psychological support for future teachers to help them manage stress, maintain motivation, and ensure professional success throughout their careers.

**Keywords:** emotional resilience, professional resilience, future primary school teachers, pedagogical activity, psychological health.

**Introduction.** In connection with globalization and the active introduction of innovative technologies, the requirements for human resources are becoming increasingly important. Today, high quality education is a determining factor for success and a key factor in economic growth. President of Kazakhstan Kassym-Jomart Tokayev stressed the importance of preserving the best traditions of the national education system while adapting it to modern challenges. He highlighted the importance of aligning with global trends and integrating into global processes, stressing the need to focus on professional training by developing competencies required for technological modernization [1].

Kazakhstan's Healthcare Development Concept until 2026 includes the creation and support of "Healthy Universities" for students [2]. This underscores the need to develop and implement strategies and methodologies for fostering emotional stability among future primary school teachers at universities.

Currently, developing emotional stability in students is a significant pedagogical issue, as the professional competence of future primary school teachers largely depends on their stable and favorable emotional state.

**Research Materials and Methods.** The challenges of fostering emotional stability among students have been widely discussed by international researchers. To achieve the research objectives, a range of methods were used, including theoretical analysis and empirical approaches such as literature reviews and surveys. The analysis of the theory and methods of International Education led to the study of the problem of the development of emotional stability of future primary school teachers:

The exploration was conducted at Korkyt Ata Kyzylorda University with second-year students enrolled in the "Pedagogy and Methodology of Primary Education" program. A total of 42 students participated voluntarily in the survey.

**Findings and Discussion.** The survey revealed a higher proportion of female participants compared to males, with most respondents aged 18-20, and none over 20.

The teaching profession is characterized by high levels of intellectual and emotional stress. In modern terms, this is often due to various individual factors, including unusual student behavior, misconceptions of the administration and parents, as well as a heavy methodological burden.

Emotional stability plays a pivotal role in mitigating the negative effects of these stressors, enabling teachers to cope effectively, maintain optimal mental and physiological conditions, and successfully perform their professional duties. It is a key component of professional resilience, encompassing the ability to regulate emotional reactions and maintain an optimal emotional state under stressful conditions.

Despite its importance, emotional stability is not systematically fostered within teacher education programs, highlighting the need for further research and the development of appropriate strategies and methods.

**Theoretical Perspectives.** The idea of pedagogical flexibility of employment began to gain popularity in the 1990s due to the complexity of employment conditions and inadequate teacher training. Y.V. Chelysheva considered professional flexibility as an integral personal quality of a teacher, including career orientation, self-awareness and the ability to solve professional problems independently [3].

M.A. Lazarev, O.V. Stukalov, and T.V. Temirov has stated that professional patience is an integral part of the teacher's professional subculture, serving as a mechanism to overcome professional fatigue. This includes a sense of responsibility for difficult decisions, constant self-improvement and acceptance of the values of the teaching profession. [4].

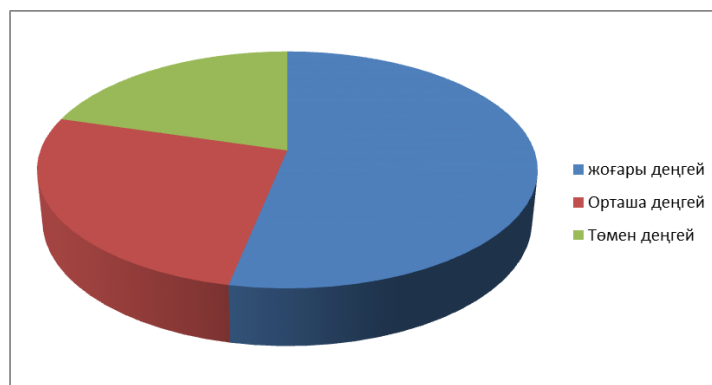
V. V. Guz [5] defines the professional stability of the teacher as a qualitative characteristic of the field of activity of motivational significance, indicating the stability of emotional processes and volitional states. In his opinion, indicators of the professional resilience of teachers are mentality, social maturity and professionalism.

A. A. Perevalova [6] believes that professional stability is an integrated personality quality that allows the teacher to actively perform his professional duties for a long time, independently and without emotional disorders.

**Results and Discussion.** In line with the research objective, a survey method was primarily developed to determine the level of awareness of future primary school teachers about emotional stability.

The results showed that in the second-year students enrolled in the "Pedagogy and Methodology of Primary Education" program, 100% of the participants demonstrated varying levels of awareness about emotional stability:

- 53.2%** exhibited a **low level** of knowledge,
- 26.4%** exhibited a **moderate level**,
- 20.4%** exhibited a **high level** (see Figure 1).



**Figure 1 – Survey result**

The research team of M. Kunter, U. Klusmann, J. Baumert, D. Richter, T. Voss, and A. Hachfeld [7] considers professional resilience as a critical component of teachers' professional competence. This competence includes persistent motivation for the teaching profession, as well as the ability to self-organization and continuous professional development.

T.L. Good and A.L. Lavigne, in their studies, define professional sustainability as the ability of teachers to maintain student behavior and academic performance over a long period of time. They say that professional stability is closely linked to teachers' ability to resist emotional harassment. Furthermore, they revealed a relationship between influential teachers and students. [8].

In international literature, emotional endurance usually corresponds to professional endurance. In agreement with T. Voss, W. Wagner, U. Klusmann, U. Trautwein, and M. Kunter, emotional stability reflects a teacher's ability to prevent emotional stress and adapt successfully to emotionally challenging situations [9].

An emotionally stable teacher possesses skills to manage students' emotional states, prevent conflicts, and use their psychological resources efficiently. Research by M. Lee, R. Pekrun, J. Taxer, P. Schutz, L. Vogt, and X. Xie indicates that emotional stability allows teachers to effectively regulate their emotional states. Such teachers experience more positive emotions, easily cope with negative emotions and show less tendency to anger, anxiety or frustration. [10].

An analysis of the definitions of professional and emotional stability proposed by the aforementioned authors reveals several important topics:

1. Most scientists believe that professional sustainability is a personal quality that develops in universities.
2. Many authors consider professional sustainability to be an essential element of the professional culture of teachers, essential for effective professional performance.
3. The structure of professional stability includes motivational, rewarding, cognitive and emotional components.
4. Some researchers identify professional vitality with "emotional stability", emphasizing the ability to regulate emotional reactions, manage one's own emotional state and monitor the emotional well-being of students.
5. Professional resilience reflects the capacity to maintain effective professional performance over a prolonged period, even under stressful conditions.
6. The importance of self-development and self-improvement as key aspects of professional resilience is frequently highlighted.

Studies also examine professional resilience as a critical factor for to cope with extreme situations that often arise in educational practice [11].

Therefore, the professional stability of the teacher can be defined as an integrative personality trait that ensures a high level of stable performance of professional activities for a long time, including emotional stress conditions and extreme situations. The structural components of this expression are emotional stability and emotional intelligence, stress tolerance, prediction and reflection skills.

Plotnikova and S. I. Purtova describe the emotional stability of future teachers and psychologists as a complex personality trait that contributes to balancing the psychomotor state, various emotional situations in the process and, as a result, the Coordination of illusory and delusional feelings. The authors selected motivational, cognitive, emotional, volitional and communicative criteria for emotional stability. Of particular interest is his attitude to emotional components. Their incompetence is manifested in emotional passivity, poor response to external influences, emotional excitability and aggression. The maturity of this component is manifested in the ability to fully function regardless of the strength and intensity of external stimuli, the stability of the teacher's attitudes and goals, behavioral flexibility and the dynamics of his personal motivation.

E. A. Duginova states the emotional stability as a quality that ensures the character's ability to withstand stressful and difficult situations. These include the ability to cope with overexcitation and emotional stress, and the ability to maintain a high level of activity [12].

N. V. Uvarina and A.V. Savchenkov noted the importance in professional activity, considering emotional stability as the main component. The authors describe emotional resilience as the ability to control emotions and act adequately in emotionally important work-related situations [13].

Yu. V. Yakovleva defines emotional stability as the most important professional personality trait of the teacher, allowing to maintain a dynamic balance between adequate behavior in emotional situations and the restoration of emotional comfort after stress.

T. A. Savina sees emotional stability as a synthesis of the psychophysiological characteristics of the teacher, which ensures the ability to withstand stress and stress in pedagogical activity. According to him, emotional stability manifests itself with patience, restraint and the ability to endure negative mental effects for a long time [14].

In the domestic pedagogical, psychological sciences, certain aspects of increasing emotional stability are considered, in particular:

1. the process of vocational training of future teachers (N. V. Mirza).
2. professional development of Teachers (B. A. Akhmetova, R. V. Duisembekov).
3. educational activities of students (A. A. Tulegenova, G. L. Tulegenova, A. I. Shuzhebaeva, etc.).

Research by R. B. Karimova presented the causes and evidence of the deterioration of mental health in young people, manifested by psychological discomfort and emotional instability. These factors are considered one of the main threats to the safety of the educational environment.

According to the scientific views of Zh.I.Namazbayeva, enshrined in the concept of an integrated approach to the study of personality, the educational environment should contribute to the formation of skills for regulating the emotional state in order to preserve and strengthen the psychological health of subjects of the educational process [15].

**Conclusion.** This problem, which lies at the junction of pedagogy and psychological sciences, explores the ways of forming emotional stability in the training of future primary school teachers. The content of higher education is aimed at the formation and development of professionally important qualities of future primary school teachers. One of the professionally important qualities of future primary school teachers is emotional stability. Thus, emotional stability is a necessary component of the emotional sphere and professional competence of future primary school teachers. This is an integrative personality trait that provides the ability to resist stressful influences while maintaining the successful implementation of professional activities. The effectiveness of professional training and activities of future primary school teachers is associated with a high level of formation of emotional stability as an effective indicator of teacher-student relationships, mental and physical health. Since emotional stability is an indicator of mastering the pedagogical profession, we believe that it is of great importance for the teaching profession.

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## **МҰҒАЛІМНІҢ КӘСІБИ ҚЫЗМЕТІНДЕГІ ЭМОЦИОНАЛДЫҚ ТҰРАҚТЫЛЫҚТЫҢ МАҢЫЗЫ**

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**Аңдатпа.** Мақалада болашақ бастауыш сынып мұғалімдерінің жоғары оқу орнында білім алу кезеңінде эмоционалдық тұрақтылықты қалыптастыру мен дамытудың рөлі мен маңызы жан-жақты қарастырылады. Эмоционалдық тұрақтылық педагогтің кәсіби қызметіндегі табыстылық пен тиімділікті қамтамасыз ететін маңызды сапа ретінде сипатталады. Себебі мұғалім мамандығы оқушылармен, олардың ата-аналарымен және әріптестерімен үнемі байланыста болуды талап ететін, жоғары эмоционалдық жүктемемен ерекшеленетін кәсіп болып табылады. Осындай жағдайда өз сезімін бақылау, сабырлылық пен эмпатияны сақтау қабілеті педагогикалық іс-әрекеттің сапасына және оқу үдерісінің нәтижелілігіне тікелей ықпал етеді. Бұл мақалада эмоционалдық тұрақтылықты қалыптастыру мәселесіне арналған отандық және, сонымен қатар, шетелдік ғалымдардың зерттеулері талданады, оның теориялық және практикалық тәсілдері сарапталады. Зерттеу әдіснамасы сандық және сапалық әдістердің үйлесімін қамтып, бұл құбылыстың мәні мен даму тетіктерін кешенді тұрғыда қарастыруға мүмкіндік береді. Зерттеу нәтижесінде алынған нәтижелер болашақ мұғалімдерді кәсіби даярлау барысында мақсатты психологиялық қолдаудың маңыздылығын дәлелдейді. Бұл өз кезегінде стресстік жағдайларды

еңсеруге, кәсіби мотивацияны сақтауға және педагогтің ұзақ мерзімді кәсіби жетістігі мен тұлғалық дамуын қамтамасыз етуге ықпал етеді.

**Тірек сөздер:** эмоционалдық тұрақтылық, кәсіби тұрақтылық, болашақ бастауыш сынып мұғалімдері, педагогикалық қызмет, психологиялық денсаулық.

## **ЗНАЧЕНИЕ ЭМОЦИОНАЛЬНОЙ УСТОЙЧИВОСТИ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ**

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**Аннотация.** В статье рассматривается роль и значение развития эмоциональной устойчивости у будущих учителей начальных классов в процессе их обучения в университете. Эмоциональная устойчивость определяется как одно из ключевых профессиональных качеств педагога, обеспечивающее успешную адаптацию и эффективность в педагогической деятельности. Поскольку профессия учителя предполагает постоянное взаимодействие с учащимися, их родителями и коллегами, педагог сталкивается с множеством эмоционально насыщенных и стрессовых ситуаций. В таких условиях способность сохранять самообладание, эмоциональное равновесие и эмпатию становится важнейшим фактором успешного профессионального функционирования. В статье анализируются исследования отечественных и зарубежных ученых, посвященные проблеме формирования эмоциональной устойчивости, раскрываются теоретические и практические подходы к ее развитию в педагогической подготовке. Методология исследования основана на сочетании количественных и качественных методов, что позволяет комплексно рассмотреть сущность, особенности и механизмы формирования эмоциональной устойчивости. Результаты исследования подчеркивают необходимость целенаправленной подготовки и психолого-педагогической поддержки студентов педагогических специальностей. Это способствует развитию у будущих учителей способности к саморегуляции, эффективному преодолению стресса, сохранению профессиональной мотивации и устойчивому личностному развитию на протяжении всей педагогической карьеры.

**Ключевые слова:** эмоциональная устойчивость, профессиональная устойчивость, будущие учителя начальных классов, педагогическая деятельность, психологическое здоровье.