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## EFFECTIVE STRATEGIES IN THE FORMATION OF EMOTIONAL STABILITY OF STUDENTS OF PEDAGOGICAL FACULTIES

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**Summary.** *This article discusses various strategies that can be used to build emotional resilience in teacher education students. The main focus is on the integration of methods aimed at developing emotional intelligence, stress management and creating a favorable learning environment. The article emphasizes the importance of an integrated approach to the emotional training of future teachers so that they are prepared to effectively cope with professional challenges and maintain the emotional health of both themselves and their students.*

**Keywords:** *emotional resilience, students, emotional intelligence, stress management, learning environment, future teachers, emotional health, emotional culture, pedagogical university.*

### STRATEGII EFICIENTE ÎN FORMAREA STABILITĂȚII EMOȚIONALE A STUDENȚILOR FACULTĂȚILOR PEDAGOGICE

**Rezumat.** *Acest articol discută diverse strategii care pot fi utilizate pentru a construi rezistența emoțională la studenții de la formarea profesorilor. Accentul principal este pe integrarea metodelor care vizează dezvoltarea inteligenței emoționale, managementul stresului și crearea unui mediu de învățare favorabil. Articolul subliniază importanța unei abordări integrate a formării emoționale a viitorilor profesori, astfel încât aceștia să fie pregătiți să facă față în mod eficient provocărilor profesionale și să mențină sănătatea emoțională atât a lor, cât și a elevilor lor.*

**Cuvinte-cheie:** *reziliență emoțională, studenți, inteligență emoțională, managementul stresului, mediu de învățare, viitori profesori, sănătate emoțională, cultură emoțională, universitate pedagogică.*

Emotional stability of students of pedagogical faculties is an important aspect of their professional training. In conditions of intensive educational and practical loads, future teachers need to develop skills of self-regulation and emotion management.

M. Borozan believes that the formation of students' emotional culture requires such an organization of pedagogical activity, during which there is a need for intense activity and creative independence in decision-making. This will strengthen the practical component of professional emotional training of future teachers, will allow them to more effectively master the professional functions of future pedagogical activity [1; 2].

This suggests that only theoretical training is not enough for a future specialist. And therefore, it is necessary to strengthen the practical orientation in the educational process, so that knowledge is not passive, and practical skills are effectively used.

The process of pedagogical support for the development of emotional stability of students in the pedagogical university from the point of view of its

purposeful organization should be built in two directions:

- pedagogical support for the development of emotional stability, which implies the availability of a system of knowledge about the specifics of organizing the professional activity of a teacher in conditions of emotional tension, taking into account the personal characteristics of the participants in the pedagogical process, as well as the presence of students' professional orientation to master the techniques of regulation of complex emotional and behavioral states, preparation for overcoming professional difficulties associated with complex emotional situations;

- pedagogical support of self-development of emotional stability. Self-education is a regular work on oneself, development and improvement of new and existing qualities. Accordingly, pedagogical support of self-development of emotional stability implies the formation of a conscious necessity of possession of self-regulation techniques, skills to use them in practical activity [2].

Emotional resilience is a person's ability to maintain psychological balance and continue to function effectively under conditions of stress, difficulties and negative situations. Scientists define it as the ability to adapt to changes and maintain a positive emotional state [5].

The analysis of a wide range of theoretical sources (L.M. Abolin, B.H. Vardanyan, J.P. Guilford, P.B. Silberman, R.B. Kettell, N.V. Kuzmina, V.L. Marishchuk, A.K. Markova, E.A. Milerian, L.M. Mitina, A.E. Olshannikova, S.M. Oya, V.M. Pisarenko, J. Rejkovsky, O.A. Sirotin, P. Fress, etc.) indicates that science has developed a significant theoretical and methodological basis for solving the problem of development of emotional stability of the future teacher. A special direction is formed by the studies devoted to professionally significant qualities as conditions of teacher's activity efficiency (A.K. Markova, L.M. Mitina, N.V. Kuzmina, Y.N. Kulutkin, A.I. Shcherbakov, etc.); the connection between the efficiency of professional activity and personal characteristics of its subject (L.N. Antsyfyorova, E.A. Klimov, G.S. Niki-forov, K.K. Platonov, etc.).

The problem of emotional stability represents a great practical interest and is examined in the works of L.M. Abolin, B.G. Ananyev, V.M. Bekhterev, V.K. Vilyunas, L.S. Vygotsky, W. Jans - K. Lange, V.I. Dolgova, K. Izard, E. P. Ilyin, W. Kennon - A. Bard, N.N. Lange, A.N. Leontiev, B.F. Lomov, L.R. Lopatin, V.L. Marischuk, E.A. Milerian, V.N. Myasishchev, K.K. Platonov, J. Reikovsky, V.F. Reutov, T. Ribo, S.L. Rubinstein, P.V. Simonov, A.V. Solodkova, S. Freud, S. Schechter, P.M. Jakobson and others.

Stability is a person's ability to maintain personal positions in various conditions of social instability, to possess certain defense mechanisms in relation to influences alien to his personal views, beliefs and worldview in general. Personality orientation is one of the manifestations of its stability. It represents a set of needs and interests of the personality, which are concentrated around a single center and are one of the factors of self-regulation of the individual's behavior.

Emotional stability should be combined with flexible management of emotional state - the ability of a person to create arbitrarily necessary mood, to change the level of emotional arousal. This makes it possible, correcting emotions, to make them adequate (by type and strength) to a particular situation, which allows, in particular, on the one hand, to save nervous energy, on the other hand, to use

emotional self-stimulation (purposeful increase in the level of emotional arousal to increase efficiency) to more fully utilize their potential capabilities.

The analysis of scientific literature, generalization of pedagogical experience allowed us to define the components of emotional stability of future teachers:

1. motivational component (involves the formation of readiness for the development and self-development of emotional stability in the process of teaching psychological and pedagogical disciplines);
2. cognitive component (determines the presence of a system of psychological and pedagogical knowledge about the essence, content, factors, criteria for assessing emotional stability and its significance for pedagogical activity);
3. action-practical component (aimed at application and consolidation of a set of psychological and pedagogical knowledge and skills in the course of professional activity).

The development of emotional stability of future teachers is impossible without an adequate methodological regulator reflecting current changes in social, economic, educational and scientific spheres. Taking into account the tendency of the totality of previously known theoretical and methodological approaches existing in the theory and practice of higher professional education, we have chosen the integration of gender, situational and dimensional approaches as a methodological regulator for the development of emotional stability of future teachers [6].

Agreeing with M.I. Dyachenko's opinion, we believe that the indicators of emotional stability are as follows:

1. correct perception of the situation, its analysis, evaluation, decision-making (in this respect emotional stability is connected with such psychological processes as attention, thinking);
2. consistency and error-free actions to achieve the goal, fulfill functional duties (connection of emotional stability with thinking);
3. behavioral reactions - accuracy and timeliness of movements, volume, timbre, speed of speech, its grammatical structure (connection with motor memory);
4. changes in appearance - facial expression, gaze, facial expressions, pantomimicry, etc. [6].

Based on the above, we understand „emotional stability of the future teacher” as an integrative property of personality, which includes in its structure emotional, volitional, intellectual and motivational components of mental activity, as well as readiness to recognize emotions and manage emotional states of other participants of the educational process.

N. Rudenko believes that emotional stability is a person’s ability to preserve his personal positions and use defense mechanisms in conditions of social instability, protecting himself from influences that contradict his worldview and beliefs. Personal orientation is one of the manifestations of stability and includes a set of needs and interests that serve as a factor of self-regulation of behavior.

According to N. Rudenko, the formation of emotional stability is one of the most important aspects of the professional training of future teachers. It helps to stay active, work capacity, interact effectively with students, parents and colleagues, get satisfaction from work and avoid early professional „burnout” [8, p.358].

The development of emotional stability from the point of view of the psychological process can take place spontaneously throughout a person’s life, but it can also be purposefully organized, which is of undoubted interest. O. A. Chernikova considers emotional stability as a degree of emotional arousal, with certain limits – It does not exceed the threshold value and does not violate the behavior of the individual, has a positive impact on the performance of the activity. At the same time, the author distinguishes emotional characteristics - it is „the optimal degree of intensity of emotional reactions, their stability; qualitative features of emotional experiences, their orientation” [8., p.259].

Effective strategies for building emotional resilience in teacher education students include emotional intelligence training, relaxation techniques, psychological support, utilizing non-traditional teaching methods, and creating a supportive learning environment. An integrated approach to emotional training of future teachers will allow them to cope more effectively with professional challenges and create a favorable educational environment for their students.

For the formation of emotional stability of future teachers it is necessary to use games aimed at eliminating the contradiction between the theoretical and practical nature of learning activities (trainings,

imitation, plot-role and didactic games) allowing to realize the integration of theoretical knowledge with future activities on the emotional education of students.

Formation of emotional culture in the process of game activity of students occurs due to the fact that the game, imitating future pedagogical activity, contributes to the acquisition and development of professional skills and skills that characterize the manifestation of emotional culture [2].

In the game we can see the manifestation of students’ ability to make a decision in an unfamiliar pedagogical situation, trace the emotional state of the participants of the pedagogical process, the manifestation of their emotional intelligence, creative approach to decision-making in non-standard situations.

In the process under study, traditional teaching methods such as verbal (conversation, story, analysis, explanation, etc.), visual (observation, demonstration, demonstration, etc.), and practical (experience, experiments, practical tasks, etc.) acquire specific characteristics:

- Reliance on the desire to spiritualise and give feelings to all objects of the world around us, while developing emotional responsiveness and sensitivity;
- Reliance on feelings as the most effective motive for behaviour. The use of emotional motivation helps students to understand the importance of the emotional component in pedagogical activity;
- Using indirect pedagogical influences on the psychological mechanisms of empathy. This allows to create conditions for the development of empathy and emotional stability in students, providing them with the opportunity to sincerely express love, care and guardianship.

Here are examples of interactive methods that have a positive impact on the formation of emotional stability of future teachers:

- Music therapy exercises help relieve tension and promote relaxation. In the context of formation of emotional stability, these exercises allow students to learn to manage their emotional state, which is important for their future pedagogical activity;
- Art therapy exercises promote the development of skills to express emotions appropriately. Students learn to communicate their feelings through creative activities, which helps them to better understand and manage their emotions;

- Acting training includes the performance of exercises and game tasks that evoke vivid emotional responses in students and actualise appropriate emotional reactions. Stimulation of empathy (sympathy and empathy) is achieved with the help of questions such as: „How do you think he/she feels and experiences in this situation?”. The identification mechanism is activated through questions such as: „Have you ever experienced the same feelings?”. These practices contribute to the development of students' abilities for emotional empathy and identification, which is an important part of their professional training;

- „Debate” - promotes argumentation and the ability to listen to and respect the opinions of others. In the process of this method students learn to formulate their thoughts, analyze information and make informed decisions;

- „Six Hats of Thinking” - help analyze the problem of emotional education of schoolchildren from different perspectives, which contributes to the development of students' thinking flexibility and emotional stability. Each „hat” symbolizes a certain style of thinking:

- ✓ White Hat: Focus on facts and information.
- ✓ Red Hat: Emotions and intuition.
- ✓ Black Hat: Critical thinking and risk assessment.
- ✓ Yellow Hat: Positive thinking and looking for advantages.
- ✓ Green Hat: Creative thinking and idea generation.
- ✓ Blue Hat: Managing the Thinking Process and Organization.

Using this method, students learn to recognize and express their emotions as well as understand the emotions of others, which plays an important role in their professional preparation;

- „Starburst” - designed to generate ideas and explore a topic in depth through questioning. It involves two steps: choosing a topic and asking questions (Who? What? Where? When? Why? How?). This approach helps students gain a deeper understanding of the topic and examine it from different perspectives, and the questioning and discussion process stimulates emotional engagement and interest in the topic;

- „Fish skeleton” (or „Fishbone”) is widely used to analyze cause-and-effect relationships and develop critical thinking. In the emotional training of teacher education students, this method can be particularly useful for analyzing stressful situations; developing skills of self-reflection and awareness of

one's emotional reactions. This method consists of a central problem (fish head) and factors influencing this problem (fish bones). It allows visualizing and structuring information, which facilitates the process of analysis and decision-making;

- „Cluster” (Concept Map or Scheme). Using this method, students can develop and visualize strategies for managing their emotions in different pedagogical contexts, and Clusters can be used to organize group discussions and reflection. That is, it allows students to integrate theoretical knowledge about emotions with practical skills;

- „PJEC” (Position, Justification, Example, Consequence) is an effective tool for the development of critical thinking and argumentation. Its application in the emotional training of students of pedagogical universities allows them to realize and express their emotions, as well as to understand the emotions of others; promotes the development of the ability to build logical and convincing arguments, which is important for effective interaction with colleagues, students and parents. Students learn to analyze their emotions and actions, as well as to find cause-and-effect relationships in emotional processes;

- „Synquain” develops creative thinking, enriches vocabulary and helps to express emotions. Its application in the emotional training of future teachers allows to develop emotional literacy; increase self-awareness and develop communication skills. Also, it would be desirable to note that the compilation of Synquains contributes to the development of the ability to express their thoughts briefly and accurately.

To achieve the best results in the emotional resilience of future educators, a diverse set of interactive methods should be utilized. In addition to the above-mentioned ones, we can highlight Cube; Crossence; Wise Owls; Pyramid; Shark; Microphone; 3-2-1; Restaurant and others.

It is possible to distinguish several factors that significantly affect the effectiveness of the use of active methods for the formation of emotional stability of students. These factors include:

- **The level of development of students' knowledge, skills, abilities and abilities:** The higher the level of students' training, the more effectively they can assimilate active learning methods;

- **Cognitive activity and independence of students:** Active methods require students to be highly independent and engaged in the learning process;

- **Group cohesion:** Team spirit and interaction among students play an important role in the successful implementation of active methods;



• **Educator competence:** Possession of the necessary skills, competencies and tools to apply active methods is critical to their successful implementation.

It is important to keep in mind that the teacher should not be limited to supervisory and regulatory functions only. It should ensure coordination of students' learning and cognitive activity until they learn to perform these functions independently.

In addition, in order to successfully build emotional resilience, it is necessary to create a supportive learning environment that fosters open expression of emotions and mutual support among students. This will help them develop emotional self-regulation skills and improve their overall emotional well-being.

We came to the conclusion that designing emotionally – saturated active methods in the educational environment on the emotional-value basis brings students closer to the future life experience and is focused on their creative potential, personal experiences.

We consider important the opinion of M. Borozan, who believes that the educational environment in the process of using active learning methods should be as close as possible to the future educational reality, which will allow the teacher to practice with students different variants of emotional behavior based on the acceptance of the value of their emotional expression in the activity. This will give the opportunity to stimulate students to actualize their subjective experience and to create conditions for its coordination with the society [1].

In the modern educational process interactive platforms are actively used, which contribute to the development of various competencies in students. Interactive platforms play an important role in the formation of emotional stability of students of pedagogical faculties. They help to develop emotional intelligence, manage stress, receive psychological support, participate in role-playing games and create a supportive learning environment.

One of the well-known platforms is **Wordwall**, which provides a wide range of tools for creating a variety of educational assignments. Its capabilities make it an indispensable assistant in the process of emotional training of future teachers. The platform offers a variety of interactive formats of tasks: cards, quizzes, crosswords, games, etc. This makes the learning process more interesting and engaging. Bright and colorful materials of the platform contribute to better memorization of information and increase student motivation. Students can work

both individually and in groups, which promotes the development of communication skills.

Another great interactive platform is **Quizizz**, which can significantly enrich the process of emotional training of future educators. Its game format and variety of tasks make learning more fun and effective. Open-ended, closed-ended, matching, multiple choice – these and other types of questions allow creating tasks of different complexity and focus. Students immediately see the results of their answers, allowing them to track their progress. The opportunity to compete with classmates makes learning more dynamic and interesting. The instructor receives detailed statistics on each student's results, which allows him/her to evaluate the effectiveness of learning and adjust the learning process.

We cannot help but mention, **Jamboard** is an interactive online whiteboard from Google that allows multiple users to work on the same document at the same time. It is perfect for brainstorming, collaborative content creation, and visualizing ideas. Thanks to the platform, students can create mind maps, diagrams, and presentations together. Jamboard helps to turn abstract concepts into visual images. The instructor can leave comments directly on the board and students can respond.

Besides Jamboard and the already mentioned Quizizz and Wordwall, there are many other tools that can be useful in the learning process (Genially, Mentimeter, Kahoot, Miro, Padlet, Google Classroom, Powtoon, etc.). Thus, the use of interactive platforms contributes to more effective teaching and training of future educators.

To summarize, we can highlight key aspects that justify the use of effective strategies for building emotional resilience in future educators:

- **Strengthening the practical orientation of training:** Application of a variety of forms and methods of organizing the learning process;
- **Introduction of active methods:** Integration of interactive approaches into the educational environment of the university, as well as changing the content of disciplines to form emotional stability in students;
- **Dynamic nature of the process:** Making the process of formation of emotional stability of specialists dynamic and flexible in the course of professional and pedagogical practices;
- **Faculty Readiness:** The ability and willingness of university faculty to use active methods and their elements to build students' emotional resilience.

To sum up we have seen that the use of a variety of strategies actively contributes to the development of emotional resilience of future educators. This, in turn, has a positive impact on their professional culture and meets the requirements of modern educational policy of the Republic of Moldova.

Moreover, the development of emotional resilience in future educators contributes to a favourable educational environment where emotional and social competencies are valued and supported. Such educators are able to manage the class more effectively, creating an atmosphere of trust and mutual

understanding, which improves interaction with students and parents.

In addition, they can serve as positive role models for their students, contributing to the development of their emotional literacy and self-regulation skills. Ultimately, this leads to improved quality of education and prepares students for life in modern society, where emotional resilience becomes one of the key competences. Thus, the introduction of active learning methods not only improves the professional training of teachers, but also contributes to the overall development of society.

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