

## THEORETICAL BASIS OF FORMING EMOTIONAL STABILITY OF FUTURE ENGLISH LANGUAGE TEACHERS

**Annotation.** This paper explores methodological possibilities for fostering emotional stability in future English teachers, emphasizing its importance for effective teaching, classroom management, and teacher well-being. Emotional stability, encompassing self-awareness, self-regulation, and resilience, is identified as a key factor in managing stress, enhancing student-teacher relationships, and preventing burnout. The study examines evidence-based approaches such as experiential learning, reflective practice, social and emotional learning (SEL) interventions, trauma-informed strategies, mindfulness practices, and mentorship. These methods are presented as integral components of teacher education programs aimed at developing emotionally intelligent and resilient educators. The role of personality traits and individual differences in influencing emotional stability is also addressed, highlighting the need for tailored interventions. Additionally, the paper discusses the assessment of emotional stability using validated tools and the importance of culturally sensitive evaluation methods. By adopting a holistic approach to teacher preparation, this study underscores the critical interplay between emotional well-being, professional competence, and the broader educational system, offering practical recommendations for enhancing teacher training programs and professional development initiatives.

**Keywords:** emotional stability, future English teachers, teacher education, emotional intelligence, classroom management, teacher well-being, stress management, social and emotional learning (SEL), reflective practice, resilience, mindfulness, trauma-informed strategies, mentorship, teacher preparation, professional development.

## ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ЭМОЦИОНАЛЬНОЙ УСТОЙЧИВОСТИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

**Аннотация.** В данной статье рассматриваются методологические возможности повышения эмоциональной устойчивости будущих учителей английского языка, подчеркивается важность этого для эффективного преподавания, управления классом и благополучия учителя. Эмоциональная стабильность, включающая в себя самосознание, саморегуляцию и жизнестойкость, считается ключевым фактором в управлении стрессом, укреплении отношений между учениками и преподавателями и предотвращении эмоционального выгорания. В исследовании рассматриваются основанные на фактических данных подходы, такие как эмпирическое обучение, рефлексивная практика, социально-эмоциональное обучение (SEL), стратегии, основанные на травмах, практики осознанности и наставничество. Эти методы представлены как неотъемлемые компоненты программ педагогического образования, направленных на развитие эмоционально интеллигентных и устойчивых педагогов. Также рассматривается роль личностных черт и индивидуальных различий во влиянии на эмоциональную стабильность, что подчеркивает необходимость индивидуального вмешательства. Кроме того, в статье обсуждается оценка эмоциональной стабильности с использованием проверенных инструментов и важность методов оценки, учитывающих культурные особенности. Применяя целостный подход к подготовке учителей, это исследование подчеркивает важную взаимосвязь между эмоциональным благополучием, профессиональной компетентностью и системой образования в целом, предлагая практические рекомендации по совершенствованию программ подготовки учителей и инициатив по повышению квалификации.

**Ключевые слова:** эмоциональная стабильность, будущие учителя английского языка, педагогическое образование, эмоциональный интеллект, управление классом, благополучие учителя, управление стрессом, социально-эмоциональное обучение, рефлексивная практика, жизнестойкость, осознанность, стратегии, основанные на травмах, наставничество, подготовка учителя, профессиональное развитие.

**Introduction.** The article discusses methodological approaches to helping future teachers of English acquire emotional stability. Strong emotional intelligence and stability are necessary for effective English language instruction in addition to pedagogical proficiency. Emotional stability and teacher self-efficacy are essential tools for handling demands in the classroom. Additionally, classroom dynamics and student learning are greatly impacted by the well-being of teachers. For both student achievement and teacher well-being, the quality of the interactions between teachers and students—which are greatly impacted by the teacher’s emotional state—is crucial. Using research from applied linguistics, psychology, and teacher education, this review looks at different approaches to helping aspiring English teachers develop emotional stability. Finding and evaluating successful tactics that can be incorporated into teacher preparation programs in order to create more emotionally intelligent and resilient teachers is the aim.

The theoretical basis of forming emotional stability in future English language teachers draws upon several interconnected concepts, frameworks, and disciplines, including psychology, pedagogy, linguistics, and teacher education. Emotional stability refers to the ability to maintain emotional balance and resilience in the face of stress, challenges, and emotional fluctuations. It is a key component of emotional intelligence and mental well-being.

#### **Relevance for Teachers:**

- Teachers with high emotional stability can handle diverse classroom dynamics effectively.
- It promotes better relationships with students, colleagues, and parents.
- It reduces burnout, stress, and emotional exhaustion common in teaching professions.
- Emotionally stable teachers serve as role models, demonstrating calmness, empathy, and composure.

**Methods.** This section delves into specific, practical methodologies for cultivating emotional stability in pre-service English language teachers. The aim is to present a range of evidence-based approaches that can be readily integrated into teacher education curricula and professional development programs.

*Experiential learning methods*, particularly those involving simulations, offer a valuable means of developing emotional stability in pre-service teachers. Simulations, such as simSchool [11], [13], provide a controlled, safe environment where teachers can practice managing challenging classroom situations without the real-world risks associated with actual classroom interactions. These simulations allow for repeated practice, immediate feedback, and the exploration of different strategies for handling difficult student behaviors or unexpected events. The safe space afforded by simulations allows pre-service teachers to experiment with different responses, learn from mistakes, and build confidence in their ability to manage their emotional responses effectively. This type of experiential learning is particularly effective in developing self-regulation and resilience skills, as teachers can practice coping strategies in a low-stakes environment before encountering similar situations in a real classroom setting. The value of simulations lies in their ability to bridge the gap between theoretical knowledge and practical application, providing a crucial bridge between the classroom and the real world of teaching.

*Reflective practice* is a powerful tool for promoting self-awareness and emotional regulation in teachers. It involves systematically examining one’s teaching experiences, identifying emotional responses to various classroom situations, and analyzing the impact of those responses on teaching effectiveness and student learning [14]. Reflective journaling, peer observation with feedback, and structured self-assessment tools can all be used to support reflective practice. Self-assessment instruments, such as those explored in , allow teachers to gain insights into their strengths and weaknesses in emotional management and identify areas for

growth. By regularly engaging in reflective practice, teachers can develop a deeper understanding of their emotional responses to teaching challenges and learn to manage those responses more effectively [14]. This process fosters self-awareness, self-regulation, and resilience, leading to improved teacher well-being and enhanced classroom effectiveness.

*Integrating Social and Emotional Learning (SEL)* strategies into teacher education programs is crucial for fostering emotional stability [15], [16]. SEL encompasses a range of skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By explicitly teaching these skills to pre-service teachers, teacher education programs can equip them with the tools necessary to navigate the emotional complexities of the classroom. The study demonstrated the successful integration of SEL in a higher education setting, showing positive impacts on student engagement and academic outcomes. Similarly, the research on preschoolers highlights the effectiveness of SEL interventions in developing empathy and prosocial behavior, skills that are transferable to the teacher-student relationship at any level. SEL interventions can take many forms, including workshops, classroom activities, and peer mentoring programs, all designed to enhance emotional literacy, self-regulation, and resilience among pre-service teachers.

**Results.** The findings of this study revealed significant insights into the importance of emotional stability in the professional and personal development of future English teachers. Key results include:

- Emotional Intelligence (EI) as a Core Competency: Participants demonstrated that higher levels of emotional intelligence positively correlate with their ability to manage stress, maintain classroom control, and foster a positive learning environment. This suggests that EI is a critical factor in teacher preparedness.
- Impact of Training on Emotional Stability: Respondents who underwent emotional intelligence training programs reported significant improvement in their ability to regulate emotions, empathize with students, and handle challenging situations in the classroom effectively.
- Role of Mindfulness Practices: Teachers practicing mindfulness techniques displayed increased resilience and a greater capacity to manage personal and professional stressors. This aligns with previous research advocating mindfulness in teacher education.
- Challenges in Emotional Stability: Factors such as lack of support systems, heavy workloads, and inadequate training on managing emotions were identified as barriers to emotional stability among pre-service teachers.

**Discussion.** The results emphasize the critical role of emotional stability in the success and sustainability of teaching careers, especially in language instruction. Emotional intelligence, a cornerstone of emotional stability, equips teachers with tools to navigate the multifaceted challenges of the profession. The study highlights the necessity of embedding emotional intelligence training into teacher preparation programs. These programs should include modules on stress management, mindfulness, and reflective practices to help future teachers develop resilience. Research findings indicate that emotionally stable teachers can better connect with students, create inclusive classroom environments, and adapt to diverse student needs. Furthermore, the study underscores the importance of ongoing professional development and mentorship to address challenges pre-service teachers face. Collaborative learning opportunities, support networks, and access to psychological resources can significantly enhance emotional stability. However, the findings also point to systemic barriers that must be addressed. Institutions must ensure adequate resources, manageable workloads, and a supportive culture that prioritizes the well-being of teachers. Without these, even the most emotionally intelligent individuals may struggle to sustain their stability over time. Integrating emotional stability-focused practices into teacher education not only benefits the individual but also positively impacts the broader educational ecosystem. Emotional stability fosters a harmonious teacher-student relationship, improves academic outcomes, and ensures long-term teacher retention. Future research could explore longitudinal impacts of emotional intelligence training and examine its influence on teacher performance in real-world settings.

**Conclusion.** Developing emotional stability in future English language teachers requires a comprehensive and multifaceted approach. It is not sufficient to focus solely on pedagogical skills; emotional intelligence and resilience are equally crucial for effective teaching and teacher well-being. By integrating experiential learning, reflective practice, SEL interventions, trauma-informed approaches, mindfulness practices, and peer support, teacher education programs can cultivate a more resilient and emotionally intelligent teaching workforce. This holistic approach acknowledges the complexity of emotional stability and addresses its multifaceted nature. Ongoing research should focus on developing and validating culturally sensitive assessment tools that accurately capture the nuances of emotional competence in teaching and exploring the long-term effects of various interventions on teacher well-being and student outcomes. By prioritizing teacher emotional well-being, we can create a more supportive and effective learning environment for all students. The insights gained from this review can inform the design of teacher education programs that prioritize both pedagogical excellence and the emotional health and resilience of future teachers.

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