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Effective implementation of the components of future primary school teachers' emotional stability formation

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Abstract. The demand for future primary school teachers who possess not only essential, in-depth knowledge of fundamental and professional topics, along with pedagogical and psychological culture, is increasing on an ongoing basis. A potential specialist's personal characteristics should improve as a result of receiving a high-quality education, which have a beneficial effect on his professional activities. As a result, one of today's most serious challenges is the development of emotional stability in future primary school teachers. The proposed study analyzed the issue and related theories of the formation of emotional stability in future primary school teachers theoretically, and identified number of structural components of future primary school teachers' emotional stability formation and assessment levels of emotional stability of future teachers. The article used a combination of qualitative and quantitative research methods. Emotional Stability Level questions were used to assess the emotional stability of future primary school teachers at a local university. Following that, emotional stability-building techniques consisting of 4 blocks were incorporated into the educational process for future primary school teachers, and the results were discussed. 37 potential undergraduate and graduate students were involved into the research process. The results of the synthesized findings of the study showed the effectiveness of the strategies for developing the emotional stability of future primary school teachers while self-regulation and future teacher's ability to regulate his/her emotional stability is crucial component of teaching process. The recommendations and implications for future research in the related topic are presented.

Key words: emotional component, future primary school teachers, formation of emotional stability, structural components, methodology.

Introduction

A specialist's emotional stability is crucial since they implement qualification standards. In the message to the people of Kazakhstan, K.Zh. Tokayev stated, "The respective ministry should ensure the enhancement of the quality of higher education. Higher education institutions are obligated to react to the excellent training of experts" [1], also in his statement at the beginning of the first session of the Parliament of the 8th plenum "... effective steps to increase teacher qualities are required. This is the most crucial responsibility, because it directly affects the future of the younger generation [2]. According to the Law of the Republic of Kazakhstan "On the Status of a Pedagogue", a "pedagogue is a person who has pedagogical and professional education in the relevant fields, teaches and educates students and pupils, including organization of additional education and organization of educational activities and an individual who conveys out professional duties on methodical issues, and who complies with the requirements for qualification stated in the professional standard" [3]. A specialist's emotional stability is crucial since they implement qualification standards.

After all, today's primary school teachers must be emotionally stable, balanced, and extremely patient. High levels of self-control, or the capacity to manage one's emotions, should be linked with an intense affection for one's children. Primary school teachers must possess certain traits of personality in order to effectively communicate with their kids, and this educational process places high expectations on them. One of the most crucial traits that should be fostered in a primary school teacher is emotional stability.

One of the most crucial components of the professional preparation of aspiring primary school teachers is the development of emotional stability. Being engaged and successful, communicating with parents and coworkers, being content with one's work, and avoiding early professional exhaustion all benefit from emotional stability. However, it is evident from the pedagogical and psychological works as well as the research findings in them that the issue of emotional stability in the preparation of prospective teachers is not prioritized in the process of education and is overlooked. It is well recognized that a future primary school teacher must be competent to deal effectively with numerous challenges associated with educational duties. As a result, potential primary school teachers' emotional stability is a cornerstone of their professional-pedagogical training for their future job.

As a result, the core objective of the suggested paper was to conduct a theoretical analysis of the fundamentals and elements of future primary school teachers' emotional stability development, and how they impact the emotional stability of future primary school teachers, how they affect the emotional stability of learners, and to analyze and investigate which instructional techniques and kinds are accessible.

The work's research questions are: How do children's emotional stability levels relate to the emotional stability of future primary school teachers? What instructional techniques and approaches are used to help students develop emotional stability?

Literature review

One of the most important research and practical issues in pedagogy is the study of how prospective primary school teachers develop their emotional stability. This is since the profession of teaching is one of the occupations that is susceptible to anxiety and need discipline and self-regulation. The research of sources from literature revealed that there are several definitions of emotional stability. This concept has been the focus of several distinct explanations by various writers, in a variety of issue contexts, and in relation to the supremacy of empirical research over theoretical research. Emotional stability is defined by Zarrinabadi N., Jamalvandi B., Rezazadeh M. as the tendency to control extreme feelings of excitement during challenging endeavors [4, p.13], Mosley K.S., Pleifer E.K., Weppner S.H. characterize the emotional stability as the capacity of an emotionally aroused individual to "...organise a certain direction of his actions, appropriate functioning, and self-regulation" [5, p.22].

Emotional stability, according to Vlahou A., Eleftheriadou D., and Metallidou P., signifies harmony, confidence, and moderation, whereas emotional instability denotes rapid excitement, nervousness, negativity and fluctuating emotions [6, p. 10]. Dolgova V.I., Exampleov A.A., Latyushin Y.V. consider "The nature of emotional stability is the selection and regulation of actions in the emotional conditions of interaction between a person and the object of control" [7, p.6]. Another view of emotional stability was provided by Uvarina N.V. and Savchenkov A.V. who discover emotional stability as an integrated characteristic of an individual that can be developed during the course of higher education. They define emotional stability as independent regulation of emotional state, modification of anxiety regarding a situation level, self-criticism and perseverance in emotionally challenging and stressful circumstances, and appropriate assessment of one's psychological states [8, p. 39]. Research on the emotional domain of the future teacher's personality development and the influence of teacher emotion on student emotion is considered by Becker E.S, Gotz T, Morger W, Ranellucci J. [9, p.18], Abos A., Sevil-Serrano J., Haerens L., Aelterman N., Garcia-Gonzalez L. researched the impact of the student's academic achievements on the teacher's emotional stability [10, p.70].

The notion of emotional stability is discussed with the concepts of "professional stress" [11, p.304], "emotional regulation" [12, p.294], and "cultural tolerance" [13, p.219] in the scientific works that follow. The presence of voluntary qualities such as focus on objectives, organization, perseverance, determination, commitment, moderation, compassion, and contentment with the service are additional characteristics mentioned. Scientists have identified the indicators of psychological stability of the teacher's work, including self-confidence as a teacher, lack of fear in front of children, self-control (self-regulation, self-control), lack of emotional pressure leading to anger, restraint, and imbalance. The capacity to actively regulate one's actions and establish an ideal working mode, according to the authors, results in psychological stability and emotional stability. Bayjard D., Verloop N., Vermunt, J. analyzed reliance of emotional stability, involving enthusiasm of teacher's professional activity, professional personality [14, p.751], "Emotional exhaustion" and a positive psychological climate are taken into consideration by Drouin-Rousseau S., Morin A.J., Fernet C., Blehman Y., Gillette N. [15, 6.19], Mei-Lin Ch., who leveled self-esteem and a sense of security in the team [16, p.197], Engel O., Zimmer L.M.,

Lörtz M., Mayweg-Paus E. noticed a teacher's interpersonal activity [17], Hanna F., Oostdam R., Severiens S.E., Zijlstra B. investigated the evaluation of the professional identities of primary school teachers, teacher character evaluation scale [18].

We may learn about the current theories on emotional stability via an analysis of scientific literature. According to all investigators, emotional stability is a crucial element of a prospective teacher's emotional sphere and competence as a professional and is a sign of an integrative personality trait because it shows how the cognitive, volitional, mental, and inspirational aspects of mental activity interact. It is possible to highlight the impact of the teacher's emotional stability on the student by analyzing scientific works, the teacher's personal emotions (reliability, good knowledge of his work, decision-making, goal-setting, and motivation for his profession, etc.) as indicators of the emotional stability of the future primary school teacher, and the teacher's emotional tolerance of external influences (students' academic achievements, student behavior, and influence).

A person-oriented platform that fosters personal self-transformation and self-worth is what Bakker, A.B., Schaufeli, V.B. [19, p.2295] and other researchers refer to when analyzing the bases of emotional stability formation in future primary school teachers. The primary value direction that determines how future primary school teachers will interact with each student and the team, as well as the guiding principles that enable each student to know himself, assess his capabilities, discover, and realize himself as well as to develop his own consciousness and self-determination, is person-oriented foundation. Within the parameters of this platform, the development of emotional stability is a humanistic interaction between aspiring elementary school instructors and children, as well as between the students themselves, and permits developing a conversation in the subject-subject form of interaction.

One of the key components of developing emotional stability is having a personal creative outlet. Theoretically, this platform is based on the works of Leshchenko Yu. P. It [20, p.281], Ranellucci J. [9], Gotz T., Becker E. S., Morger W., and Ranellucci. The unique creative platform enables the inclusion of a person's general and professional self-development process and takes motivation and the dynamics of professional formation into account. The fundamental goal of the individual's individual creative structure is to foster their self-realization. The future primary school teachers' personal creative platform in their pedagogical work comprises acknowledging the teacher as a creative individual and identifying his professional personal attributes that require growth and correction. Future primary school teachers' key motivation and professional quality is the urge for self-improvement. The ability to manage emotions that develop during the execution of acts and the capacity to retain professionalism in the implementation of educational activities are all regarded to be manifestations of a person's volitional abilities [9, p. 18].

The following traits are included in the competency framework: a complex and dynamic system rather than a set of discrete abilities and skills [21, p. 7]; interconnected effectiveness and developmental outcomes like norm adjustment, social expectations, social morals, and value beliefs; cognition, affection/emotion, and behavior are the three primary elements; and demonstrating self-efficacy [22, p. 138]. It is feasible to single out the communication skill included in the set of competences connected to their interactions with pupils as the foundation for the development of emotional stability in future primary school teachers.

The integrated platform seeks to actively affect the field of educational motivation by fostering students' intellectual, scientific, and individual interests in their chosen fields of study. The emotional labor of instructors, the instructional strategies used in the classroom, and the beneficial effects of teachers' emotional regulation strategies on pupils were all researched by Burich and Frenzel [23, p.337]. Based on the pedagogical interaction, the integrative basis of teaching makes instructors and students equal participants. The primary responsibility of the teacher is to foster a positive psychological climate during the learning process, completely renounce the authoritarian teaching approach, build relationships with each student, take an interest in their interests and skills, and accept them as individuals deserving of respect.

The aforementioned foundations can be categorized as person-oriented, personal creative, competent, and integrative during the examination of foundations for the development of emotional stability in future primary school teachers. It is clear that the emotional stability of the investigated instructors is based on a network of strong relationships. After all, the triad of teacher, student, and environment realizes and manifests the emotional stability of aspiring primary school instructors. What steps are necessary, furthermore, to develop the emotional stability of aspiring primary school teachers? The development of professional and emotional stability is aimed in the training of a prospective teaching specialist, but indicators on the grounds examined above are essential components of the teacher's profession. The professional development of future teacher specialists is prioritized in higher education institutions, however the topic intended to develop the future teacher's emotional stability is not included in the curriculum. Future primary school teachers must change the curriculum through the incorporation of pedagogical-psychological and subject knowledge, transform conventional instruction and introduce new non-standard forms of teaching, and select effective teaching strategies in order to develop their emotional stability. The interaction method, game techniques, trainings, micro-learning, modeling, and other active teaching techniques all help develop the prospective primary school teacher's emotional stability. Training sessions [24, p.17] include a superior new communication style with a theoretical and suggestive value. Communication techniques that completely express the emotional characteristics of the future teacher and aid in their development are quite important. The extensive use of role-playing games, simulated businesses, and communication settings in the classroom fosters psychological creativity and allows students to experiment with their own conduct without fear of failure [24].

The psychological environment serves as the foundation for student communication. This refers mostly to how their interactions are planned, rather than just the instructor and students' interactions. Different types of collaboration encourage participation and contribution from everyone. Numerous group formats are available in contemporary teaching techniques.

Setting up a proper learning environment for the future teacher is important before using the principles and instructional techniques for developing the emotional stability of the primary school teacher. Through active learning and active comprehensive learning approaches, the prospective teacher enters a positive emotional milieu in a supportive learning environment. Active teaching techniques result in a thorough reconstruction of pedagogical activity: they have a significant impact on the process of pedagogical communication, boost student communication, and alter the teacher's behavior, all of which are crucial in the preparation of future elementary

teachers for the profession. Active methods of teaching aid in the development of prospective elementary school teachers' emotional stability by influencing their actions and enhancing their emotional and communicative realms.

Research methodology and methods

The experimental approach sought to ascertain and investigate the relationship between the emotional stability of primary school children and the teaching strategies used to develop future teachers' emotional stability. The study was divided into three phases:

First, it was intended to identify the emotional stability of prospective primary school children, or instructors.

The second step attempted to integrate emotional stability-building techniques into the educational process for aspiring primary school teachers.

In order to compare and synthesize the emotional stability levels of aspiring elementary school teachers at the beginning and end of the research.

The study involved 37 undergraduate and graduate students from Kyzylorda University's Humanitarian and Pedagogical Institute named after Korkyt ata.

Results

To identify the emotional stability of prospective teachers we modified and applied in our study the "Level of Emotional Stability" questions by Manlunas, I.V. Carredó B.V. [25, p.55] (Table 1). The suggested inquiries are in line with the components examined in our study for the development of emotional stability in prospective primary school teachers (person-oriented basis, personal creativity base, competence base, integrative base).

Table 1

Questions to determine the emotional stability of future teachers [25, adapted from Manlunas]

№	Questions
1	I am ready for continuous education
2	I consciously try to learn from my experiences
3	I understand humor and can express myself
4	I know how my feelings affect my actions
5	I know my strengths and weaknesses
6	I fully understand my values and goals
7	I understand the connection between my thoughts
8	I am confident
9	I can express the right views to the face
10	I am brave and can make good decisions despite pressure
11	I am always aware of my emotions and why

According to the Likert scale, with agree (5 points), somewhat agree (4 points), disagree (2 points), and the survey technique of research, the answer to the question was decided. There were 11 questions in the survey. In accordance with the suggested study, we modified the Likert scale. We used the following structural elements to gauge the emotional stability of prospective instructors. We collected structural elements – motivational, content, cognitive, and performance-evaluation elements – related to the basis of creation of emotional stability of prospective primary school teachers, which were examined at work (Table 2). High, average, and low levels were identified based on the table.

Table 2**Components and levels of assessment of levels of emotional stability of future teachers**

Level	Motivational component	Content component	Cognitive component	Result-evaluation component
High	He is persistent in his motivation for his profession, confident in his abilities. Cognitive activity is at a high level.	He has a high level of readiness for continuous education, self-professional development, and new perspectives.	He understands his values and goals well, has a high level of knowledge about emotional stability.	Self-esteem, turning to understanding and the formation of emotional stability are at a high level.
Average	The motivation for the profession is average, lack of confidence in one's own capabilities. Cognitive activity is at an average level.	The readiness for continuous education, self-professional development, and new perspectives is at an average level.	Takes steps to understand one's own values and goals, has average knowledge of emotional stability.	The ability to organize oneself is average. He knows how to evaluate his actions, but does not seek to improve his knowledge.
Low	Low cognitive activity, low professional interest.	He is not ready for professional self-development, new perspectives.	Knowledge about the pedagogical importance of emotional stability is low.	The ability to self-organize, monitor and evaluate one's own actions is at a low level.

The growth of the prospective specialist's cognitive, scientific, and personal interests is part of the motivating component, along with the development of emotional stability, self-professional development, and preparation for new views.

The mastery of conceptual knowledge programs required for the development of emotional stability within the context of pedagogical-psychological cycle subjects for aspiring primary school teachers is part of the content component, which also includes preparation for ongoing education.

The cognitive component establishes the presence of a knowledge system on the significance, details, components, standards, and benefits of assessing emotional stability for

educational purposes. Future primary school teachers' emotional stability is demonstrated by the performance-evaluation component, which also serves to assess its degree based on the identified indications [26, p. 161]. High level in this case is defined as 70-100%, average level as 40-70%, and low level as 1-39%.

The strategies for developing the emotional stability of aspiring primary school teachers were then included into the teaching process. Future primary school teachers' development of emotional stability is aided by the thoughtful use of a sophisticated set of approaches utilized in professional training. First, 1) Free lessons created to obviously raise students' emotional stability levels made up the complicated system of the strategies we suggested. An instructor will give explicit instructions in a self-directed course, encouraging students to see themselves as learners. In this method, prospective teachers not only provide their own emotional stability training but also gain insight into what it's like to be a teacher in the future. The student project should be handled similarly to other courses because it is an autonomous course, with a curriculum, preparation, defined timeline, and assessment [22, p. 140]; 2) Students have the option of selecting the course material and managing their studies with a specific objective in mind. Additionally, using this method encourages future educators to design project-based, collaborative learning that has real-world applications and takes into account cultural and social traits. The future teacher can develop their emotional stability abilities with the aid of this method. 3) Mini-learning is a particularly designed activity that brings learning and play together to replicate a true educational process. The small-group training approach is typically seen as a way of preparing students for pedagogical practice, a link between theory and practice, and something that helps with the construction of professional skills and emotional stability [6, p.14]. 4) The following technique has to do with how training sessions are set up. Reprogramming the model for managing human behavior and activities via training. Increasing communication skills is the overarching objective of social psychological training [24, p. 17]. Future primary school teachers will improve their interpersonal communication abilities, professional communication psychocorrection, removal of psychological barriers and stressful situations brought on by pedagogical communication situations, and self-regulation skills in training classes. A teacher must be able to successfully withstand the many stresses associated with educational activity. As a result, an essential component of their professional educational training is teaching pupils for self-regulation in mental settings.

Discussion

We applied the above-mentioned techniques to the group of students who took part in the study throughout the academic year since the goal of our little study is to aid in the development of future primary school teachers' emotional stability. Future elementary school teachers' development of emotional stability was seen as a fusion of conventional and unconventional techniques of instruction. As previously noted, a step was made at the outset of the project to gauge the emotional stability of potential teachers using questions derived from Manlunas [25], and these questions were repeated following the study (Table 3). Each dimension in this case is assessed using an indicator. The evaluation coefficient K_u was used as this indication, and the method shown below was used to compute it [27, p. 117]:

$$K_Y = \frac{N_d}{N} * 100, \quad (3)$$

in this defining section, N_d is the number of answers, N is $N=S*Q$, S is the number of students participating in the experiment-37, Q is the total number of questions-11.

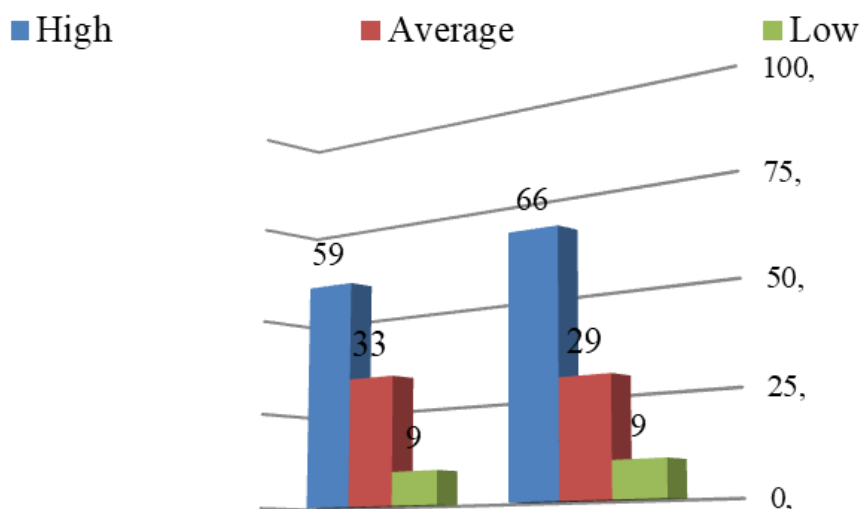
The results were assessed using the levels and components of the evaluation of prospective teachers' emotional stability. The levels are high if K_Y 60-100%, average if K_Y 40-60%, and low if K_Y 1-39%.

The table displays the replies of potential teachers to the first and follow-up surveys.

Table 3

Future instructors' first and follow-up survey replies

The total number of students is 37	Level			Indicators (Quantity, %)
	High	Average	Low	
At the beginning of the experiment	58,5	33	8,5	37 (100)
At the end of the experiment	65,6	29	5,5	37 (100)



The dynamics of changes in results are presented in the following figure (Figure 1).

According to the prospective teachers' responses, it is clear from the figure that the dynamics of their emotional stability have somewhat changed. The high level fluctuated throughout the experiment, rising from 58.5% at the start to 7.1% at the conclusion.

Additionally, we see that the low level has reduced by 3%, while both the average and the low levels have decreased by 4%. Therefore, the suggested strategies govern how future primary school teachers in professional training build their personal and professional cultures. They

may be regarded as a kind of instruction since they are founded on the selection of the subject matter, formats, and unique didactic strategies, which are viewed as a system of cooperative actions and activities between the instructor and the pupils. The organization of education is accomplished in the circumstances of direct, genuine interaction between educational topics. The primary means of such engagement are, first and foremost, free forms of teaching, that is, the widespread use of unconventional ways in conjunction with conventional methods to organize the teaching process helps to develop the future teacher's emotional stability. We have ensured that future primary school teachers' development of emotional stability may be carried out on the basis of personality-oriented basis, individual creative basis, competency basis, and integrative foundation in addition to delivering theoretical education in the classroom.

Self-regulation, or the prospective teacher's capacity to manage his or her emotions and actions, is a crucial component of instructional practice. The systematic and sustained development of certain moods that are fixed, become a permanent aspect of a person, and take on behavioral traits. In the course of systematic training, participants acquire a variety of techniques for controlling their own mental states, which gives the approach a unique character [5, p. 25]. The capacity to autonomously control mental states grows as a result of learning the self-influence technique. The components of self-management and self-regulation combine into a unified process of self-education, where the successful adjustments are long-lasting and affect how a person's personality develops [18]. Determining the level of its creation is one of the crucial requirements for the development of prospective primary school teachers' emotional stability throughout the teaching process.

Future educators must be emotionally stable in order to effectively demonstrate their own abilities as well as assist students in honing their capabilities. This is crucial in the context of a person-oriented platform. 2) Because the job of a teacher in the course of professional growth is results-focused, ongoing professional self-realization of the future primary school teacher is extremely vital within the framework of personal creativity. 3) In the context of competence, it's critical for the aspiring elementary school teacher to continuously hone his personal competencies in line with social morals and values. After all, the teacher serves as an educator, an example, and a teacher to the elementary school student. 4) The prospective primary school teacher plans to actively affect the motivating field of educational activities within the framework of the integrative platform, developing his cognitive, scientific, and personal interests. The professional standing of elementary school teachers should be raised in the next years, along with efforts to avoid and minimize mental instability. The future primary school teacher's capacity to remain emotionally stable under a variety of work-related stressors is seen in this respect as a professional trait. Future elementary school teachers must focus on developing and forming this quality during their education. After all, an emotionally stable teacher's professionalism directly affects the outcomes of his activities, i.e., the students' education and education.

Conclusion

The experiment's findings demonstrate that not every prospective teacher possesses the same level of emotional stability. Our nation places a lot of emphasis on teachers' benefits and social

support, but it neglects the future teachers' mental stability and development. The messages broadcast by the media serve as proof. Child abuse is a regular occurrence, as are psychological pressure, various emotional supports for children (positive for one child, negative for another), and child separation. It is important to acknowledge that one of the deciding aspects in the development of future primary school teachers' mental stability. In our opinion, it is essential to incorporate a unique subject into the curriculum and to conduct an interview or special exam to evaluate the prospective student. After all, the learner benefits from the teacher's emotional state and instructional techniques. The teacher's main responsibility is to foster a positive psychological environment during the learning process, completely give up the authoritarian teaching approach, build relationships with each student, take an interest in their interests and skills, and accept them as individuals deserving of respect. A teacher who is in good physical and mental health is more capable, responsible, and enthusiastic when instructing students or carrying out other educational tasks. Relationships between instructors and students and a pleasant learning environment have a favorable impact on the social, emotional, and academic results of students, which in turn affects teachers' work satisfaction, happiness, and motivation.

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Болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын қалыптастыру тұғырларын тиімді жүзеге асыру

Аңдатпа. Педагогикалық-психологиялық мәдениетпен қатар іргелі және кәсіби тақырыптарды терең меңгеріп қана қоймай, маңызды, терең білімді болашақ бастауыш сынып мұғалімдеріне деген сұраныс күн санап артып келеді. Әлеуетті маманның тұлғалық қасиеттері оның кәсіби қызметіне оң әсер ететін сапалы білім алу нәтижесінде жақсаруы керек. Осының нәтижесінде болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын дамыту бүгінгі күннің күрделі мәселелерінің бірі болып табылады. Ұсынылып отырған зерттеуде болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын қалыптастыру мәселесі және тұғырлары теориялық тұрғыдан талданып, болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын қалыптастырудың бірқатар құрылымдық тұғырлары және болашақ мұғалімдердің эмоционалдық тұрақтылығын бағалау деңгейлері анықталды. Мақалада сапалық және сандық зерттеу әдістерінің үйлесімі қолданылды. Эмоционалды тұрақтылық деңгейінің сұрақтары жергілікті университеттегі болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын бағалау үшін пайдаланылды. Сонымен қатар, болашақ бастауыш сынып мұғалімдері үшін 4 блоктан тұратын эмоционалды тұрақтылықты қалыптастыру әдістері оқыту үдерісіне енгізілді. Ғылыми-зерттеу процесіне 37 әлеуетті бакалавр және магистратура студенттері қатысты. Зерттеу нәтижелері болашақ бастауыш сынып мұғалімдерінің эмоционалдық тұрақтылығын дамыту стратегияларының тиімділігін көрсетті, дегенмен болашақ мұғалімнің өзін-өзі реттеу және эмоционалды тұрақтылығын реттеу қабілеті оқыту

процесінің шешуші құрамдас бөлігі болып табылатындығы анықталды. Ұсынылған тақырып бойынша болашақ зерттеулерге ұсыныстар берілді.

Түйін сөздер: эмоционалдық тұғыр, болашақ бастауыш сынып мұғалімдері, эмоционалдық тұрақтылығын қалыптастыру, құрылымдық компоненттер, әдіс-тәсілдер.

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Эффективная реализация компонентов формирования эмоциональной устойчивости будущих учителей начальных классов

Аннотация. С каждым днем возрастает социальная потребность общества в будущих учителях начальных классов, обладающих не только фундаментальными, глубокими знаниями по основным и профессиональным предметам, но и педагогической и психологической культурой. Качественное образование должно способствовать развитию личностных качеств будущего специалиста и положительно сказываться на его профессиональной деятельности. Поэтому формирование эмоциональной устойчивости будущих учителей начальных классов является одним из наиболее актуальных вопросов на сегодняшний день. В предлагаемом исследовании проанализирована проблема и связанные с ним теории формирования эмоциональной устойчивости у будущих учителей начальных классов, выявлен ряд структурных компонентов формирования эмоциональной устойчивости будущих учителей начальных классов и оценка уровней эмоциональной устойчивости будущих учителей. В статье использовано сочетание качественных и количественных методов исследования. Вопросы об уровне эмоциональной стабильности использовались для оценки эмоциональной устойчивости будущих учителей начальных классов местного университета. Также учебный процесс будущих учителей начальных классов были включены методики формирования эмоциональной устойчивости, состоящие из 4 блоков, и проведено обсуждение результатов. В исследовательский процесс были вовлечены 37 потенциальных студентов и магистрантов. Результаты обобщенных данных исследования показали эффективность стратегий развития эмоциональной устойчивости будущих учителей начальных классов, при этом саморегуляция и способность будущего учителя регулировать свою эмоциональную устойчивость являются важнейшим компонентом педагогического процесса. Представлены рекомендации для будущих исследований по соответствующей теме.

Ключевые слова: эмоциональный компонент, будущие учителя начальных классов, формирование эмоциональной устойчивости, структурные компоненты, методика.

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