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THE INTERRELATION BETWEEN COGNITIVE AND PERSONAL-PROFESSIONAL DEVELOPMENT OF FUTURE EDUCATORS

Abstract

This article presents the results of a theoretical and empirical study on the cognitive and emotional-personal components of professionally significant qualities in future educators. The relevance of the research is determined by the growing demand for systematic studies on the professional training of future teachers, considering contemporary risks and trends such as globalization and digitalization, which impose new requirements on cognitive and personal development. These requirements are grounded in the paradigm of transversal and metacognitive competencies. The aim of the study is to provide a theoretical rationale and empirical investigation of the characteristics and interrelation between the cognitive and emotional development of students preparing for a teaching career. The article presents a systematic analysis of approaches to studying cognitive and metacognitive competencies, as well as personal characteristics, regarded as integrative properties within teacher training systems. It also explores the development of cognitive style characteristics and the levels of emotional intelligence components in education students. Using correlation analysis, the study confirms the hypothesis regarding the interconnection and mutual influence of cognitive and emotional-personal components in the professionally significant qualities of future educators.

Keywords: cognitive skills, professionally significant qualities of a teacher, cognitive style, emotional intelligence, metacognitive competencies.

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ВЗАИМОСВЯЗЬ КОГНИТИВНОГО И ЛИЧНОСТНО-ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ БУДУЩИХ ПЕДАГОГОВ

Аннотация

В статье представлены результаты теоретического и эмпирического исследования когнитивного и эмоционально-личностного компонентов профессионально значимых качеств будущих педагогов. Актуальность исследования обусловлена растущей потребностью в системных исследованиях профессиональной подготовки будущих педагогов с учетом современных рисков и тенденций, таких как глобализация и цифровизация, которые предъявляют новые требования к когнитивному и личностному развитию. Эти требования базируются на парадигме трансверсальных и метакогнитивных компетенций. Целью исследования является теоретическое обоснование и эмпирическое исследование особенностей и взаимосвязи когнитивного и эмоционального развития студентов, готовящихся к педагогической карьере. В статье представлен системный анализ подходов к изучению когнитивных и метакогнитивных компетенций, а также личностных характеристик, рассматриваемых как интегративные свойства в системах подготовки педагогов. Также исследуется развитие особенностей когнитивного стиля и уровней компонентов эмоционального интеллекта у студентов педагогических вузов. С помощью корреляционного анализа подтверждается гипотеза о взаимосвязи и взаимовлиянии когнитивного и эмоционально-личностного компонентов в профессионально значимых качествах будущих педагогов.

Ключевые слова: когнитивные умения, профессионально значимые качества педагога, когнитивный стиль, эмоциональный интеллект, метакогнитивные компетенции

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БОЛАШАҚ ПЕДАГОГТАРДЫҢ КОГНИТИВТІК ЖӘНЕ ТҰЛҒАЛЫҚ-КӘСІБИ ДАМУЫНЫҢ ӨЗАРА БАЙЛАНЫСЫ

Аңдатпа

Мақалада болашақ педагогтардың кәсіби маңызды қасиеттерінің когнитивтік және эмоциялық-тұлғалық компоненттерін теориялық және эмпирикалық зерттеу нәтижелері ұсынылған. Зерттеудің өзектілігі танымдық және тұлғалық дамуға жаңа талаптар қоятын жаһандану және цифрландыру сияқты қазіргі заманғы тәуекелдер мен үрдістерді ескере отырып, болашақ педагогтардың кәсіби даярлығын жүйелі зерттеулерге деген қажеттіліктің өсуіне негізделген. Бұл талаптар трансверсальдық және метакогнитивтік құзыреттердің парадигмасына негізделеді. Зерттеудің мақсаты педагогикалық мансапқа дайындалып жатқан студенттердің когнитивтік және эмоционалдық дамуының ерекшеліктері мен өзара байланысын теориялық негіздеу және эмпирикалық зерттеу болып табылады. Мақалада когнитивтік және метакогнитивтік құзыреттерді, сондай-ақ педагогтарды даярлау жүйелерінде интегративтік қасиеттер ретінде қарастырылатын жеке мінездемелерді зерделеу тәсілдерін жүйелі талдау ұсынылған. Сондай-ақ педагогикалық жоғары оқу орындарының студенттерінде когнитивтік стиль ерекшеліктерін және эмоциялық интеллект компоненттерінің деңгейлерін дамыту зерттеледі. Корреляциялық талдаудың көмегімен болашақ педагогтардың кәсіби маңызды қасиеттеріндегі когнитивтік және эмоциялық-тұлғалық компоненттердің өзара байланысы мен өзара ықпалдасуы туралы гипотеза расталады.

Түйін сөздер: когнитивтік дағдылар, педагогтың кәсіби маңызды қасиеттері, когнитивтік стиль, эмоционалдық интеллект, метакогнитивтік құзыреттілік.

Introduction. In the context of globalization and digitalization, the demands on the cognitive and personal qualities of future professionals are increasing. The principle of responsible and sustainable education implies a transversal foundation and prioritizes models that integrate cognitive skills, knowledge, and values to instill attitudes toward sustainable global development (Torroba Diaz, M., Bajo-Sanjuan, A., Callejón Gil, Á.M., Rosales-Pérez, A. & López Marfil, L.) [1].

According to the regulatory docu ments governing the process of professional training—namely, the State Educational Standards of Higher Education of the Republic of Kazakhstan—specialists must possess advanced knowledge and apply it at a professional level, solve problems, search for and interpret information, and identify connections between facts and phenomena in the field of pedagogy. The education sector increasingly requires teachers who not only have the necessary knowledge and methodological skills but also demonstrate transversal and flexible competencies that ensure professional success and personal growth. A key priority is the formation of a cognitive-operational mindset that enables future educators to "learn how to learn," which, in turn, will ensure their continuous professional development and sustainable personal self-improvement. It is crucial to establish psychological and pedagogical conditions within the educational environment that support unconventional and flexible problem-solving, adaptability to changing conditions and situations, and the expansion of existing experience (Tölbasiyeva A.A., Lekerova G.J., Üsenova A.M.) [2].

The relevance of this study is determined by the need to explore the relationship between cognitive and personal development in future educators, as well as the existing contradictions between the demand for defining the psychological and pedagogical conditions necessary for personal-professional development and the actual implementation of these conditions. Stable cognitive and personal development in student teachers facilitates the productive formation of professional competencies, increases motivation for personal growth, and allows for a systematic approach to professional pedagogical training.

Basic provisions. An analysis of the degree of research development in this area has shown that, despite a solid research base on aspects such as the personal-professional qualities of teachers, the effectiveness of pedagogical activity, and the specifics of the teaching profession, there remains a lack of comprehensive studies on the cognitive and personal development of future educators. Such research is essential for a holistic understanding of the initial professionalization process at the university level and for optimizing this process. Bonkalo T., Grebennikova V., Belentsov S. & Malkov A. [3],

Kuznetsov V.V., Kosilov K.V., Kostina E.Yu., Karashchuk E.V., Fedorishcheva E.K. & Barabash O.A. [4], Zimmermann J., Sarah Preuß J. & Jonkmann K. [5].

Research Aim and Hypothesis. The aim of this study is to provide a theoretical foundation and an empirical investigation of the interrelation between cognitive and personal-professional components in future educators.

Research hypothesis: Professionally important qualities of a future educator represent an integrative unity of cognitive and emotional-personal components, which are interconnected and mutually influential.

Research objectives:

1. To study the state of the problem of cognitive and emotional-personal development of future teachers.

2. To empirically study the features of the cognitive and emotional-personal components of the system of professionally important qualities of the future teacher.

3. To determine the relationship between the components of the system of professionally significant qualities of the future teacher.Research objectives.

Materials and Methods. To achieve the stated goal, a mixed design was applied, implying a synthesis of theoretical research methods on the state of the problem based on publications by Kazakhstani and foreign scholars and an empirical study of the development features of cognitive indicators and personality-professional qualities of future educators, with the determination of their interconnection using methods of mathematical statistics.

A review of studies has highlighted the necessity of defining integrative professionally significant qualities that ensure the sustainable development of future educators already at the university stage and contribute to their future professional success. In the system of professionally important qualities, we identified two interrelated components: cognitive and emotional-personal.

Modern researchers in the field of teacher education Salmerón Aroca J.A.; Moreno Abellán, P. & Martínez de Miguel López S., note that in the era of intelligence, the spread of information technologies, the expansion of the educational space, and lifelong learning, cognitive skills and self-regulation skills come to the forefront [6]. These skills facilitate the formation of a professional profile in a continuous process of transformation. Psychological aspects of teacher training are also emphasized: enhancing creativity, developing research activity, preventing psycho-emotional burnout, overcoming loneliness, dequalification, and identity crisis. The implementation of the intellectual school paradigm is facilitated by modern technologies and pedagogical strategies, such as active participatory methods, cooperative learning, project technologies, the creation of a flexible adaptive educational environment, and others.

Currently, an active research direction focuses on developing metacognitive skills, which involve a subject's awareness of their cognitive process and learning process to achieve cognitive goals. Ultimately, this allows individuals to "learn how to learn." To this end, intervention programs (Papaleontiou-Louca, E.Promoting) are being introduced to promote metacognitive skills, epistemic beliefs, and awareness theory skills, which enable higher-level thinking and help in learning how to learn [7].

As S.Borg [8] points out, the cognitive dimension of an educator includes such components as "what they know," "what they believe," and "what they think." Teachers' cognitive abilities influence the profession, just as teacher education influences cognitive abilities, given that cognitive and practical actions mutually inform and influence each other within the educational context. In an educator's mind, knowledge, beliefs, and intuition are integrated, indicating a complex mental field, a personal metacognitive level, and a stable cognitive construct. In the process of professional development, new information and experiences prompt future educators to comprehend, supplement, and restructure their ideas in a nonlinear manner, which organizes thoughts and ideas more clearly into clusters beyond merely aggregating new ideas.

«Teaching stimulates thinking and develops critical skills» - Vashetina O.V., Asafova E.V., Kaur B.& Singh B. [8]. The metacognitive prerequisites for professional self-development include goal

setting, planning, evaluation, and awareness of didactic procedures and relationships between educators and students. The importance of developing a professional position based on a system of intellectual, volitional, and emotional-evaluative relationships toward oneself and one's practice is emphasized.

Scientists Bonkalo T., Grebennikova V., Belentsov S. & Malkov A. are exploring the possibilities of developing metacognitive competencies, characterizing metacognitive thinking as voluntary, controlled, and systematic, as opposed to formal thinking, which is directed at one's own mental activity for solving specific tasks [2]. The authors include in the structure of metacognitive competencies skills (planning, goal setting, acquiring new knowledge through different methods), abilities (critical evaluation of one's mistakes, selecting adequate thoughts, focusing attention during reasoning), metacognitive abilities to analyze one's feelings, emotions, and experiences, and metacognitive personality traits (self-regulation).

Metacognition, by Sapancı A., whose psychological framework includes awareness, assessment of one's cognitive functions, regulation, management of thinking, and coping mechanisms [9]. Insufficient development of metacognition leads to psycho-emotional problems, stress, and burnout. The formation of positive metacognition and encouragement of awareness contribute to subjective well-being and the prevention of dysfunctional metacognition.

Various technological solutions for developing cognitive functions and learning ability are proposed by researchers Kipchakova, 2023 [11] ; Pulyaeva et al., 2024[12] ; Dlimbetova et al., 2024 [12]; Ramos 2024 [13]; Shawer et al., 2008 [14]. These include various creative activities, cognitive maps, the "Iceberg of Competencies" model (cognitive-functional-personality-ethical-metacompetencies), the Human-Centered Design Thinking (HCDT) approach, methods of student involvement in program creation based on feedback, ergonomics, etc., which help in developing systemic analytical, cognitive, and creative skills, variability, constructive criticism, argumentation, systematization, logic, flexibility, critical thinking, integrating thought processes and experiences, forming more complex cognitive schemes, and increasing students' level of understanding and interest.

The study of cognitive style (an individual stable combination of components reflecting perception, search, information processing, and orientation in the information space) showed that field-independent students have higher indicators of curiosity, modeling, and flexibility; while field-dependent students exhibit more developed empathy, intuition, and creative attitude towards the profession - Prosekov A.Y., Morozova I.S. & Grinenko D.N.[15]. It was also found that students' cognitive functions, regardless of the course year, are characterized by a high level of linguistic and orientational functions, abstract thinking, an average level of short-term memory, and by graduation, an increased level of working memory, executive functions, and an overall cognitive development indicator (Kuznetsov V.V., Kosilov K.V., Kostina E.Yu., Karashchuk E.V., Fedorishcheva E.K. & Barabash O.A.) [16]. A correlation and interdependence between personal and cognitive components of professional pedagogical strategies among students of pedagogical universities were established. At the initial stages of training, students' pedagogical strategies are predominantly determined either by personal (emotional stability-instability, rigidity-sensitivity, conservatism-radicalism) or cognitive components (field dependence-independence, rigidity-flexibility, impulsivity-reflectivity). However, in later years, pedagogical strategies evolve, where cognitive and personal components function on an equal basis: solving a pedagogical problem begins with a personal assessment of the situation, but then the cognitive component is involved in finding an adequate solution (Barbashina E.V.) [16].

Regarding the emotional-personal component of professionally significant qualities of future educators, studies are being conducted on the Big Five personality traits and their correspondence to the chosen specialty. However, not all traits of the questionnaire align with the profile; for example, at the initial stage of training, extraversion and introversion are not sufficiently manifested, despite their importance for social integration in the university environment (Jusri R. & Lechner C.) [17]. A crucial quality of a future specialist is personality proactivity, the ability to show personal initiative and anticipate changes. Research has shown that proactivity is higher among students studying in a multicultural environment, which enhances personal resources and social activity (Zimmermann, J., Sarah Preuß, J. & Jonkmann K.) [4].

The personal qualities of future educators are divided into interpersonal (empathy, tolerance, creativity, sincerity, dialogic communication orientation) and intrapersonal (positive self-concept, authenticity, internality, openness to experience). One of the key qualities of a future educator is emotional competence, which includes the ability to be highly aware of and accept one's emotions as well as those of others; consciously manage one's emotions in relationships with children and adults; understand another person's inner world, and build constructive interactions. The author found weak development of the cognitive component of emotional intelligence among future teachers, while the highest indicators were obtained in emotion regulation Mornov K.A.[18].

For the empirical study of the components of professionally significant qualities, a set of diagnostic methodologies was employed:

1) The «Embedded Figures» test by K. Gottschaldt, modified by Witkin, Oltman, Raskin, and Karp, to determine the cognitive style of field dependence/field independence;

2) The «Matching Familiar Figures Test» (MFFT) by J. Kagan to assess the cognitive style of reflectivity/impulsivity;

3) The free association method (Gardner, Holzman, Klein, Linton, Spence) to determine the cognitive style of flexibility/rigidity (rigid-flexible cognitive control);

4) The Richardson Verbalizer-Visualizer Questionnaire (Richardson, 1977) to assess the cognitive style of verbalization/visualization;

5) N. Hall's test to determine the level of emotional intelligence (EQ).

The study involved 60 second-year students enrolled in the educational programs 6B01101 – Pedagogy and Psychology, 6B01302 – Pedagogy and Methods of Primary Education, and 6B01201 – Preschool Education and Training at the Faculty of Pedagogy and Psychology of Abai Kazakh National Pedagogical University.

Results. *Results of diagnostics of the cognitive component.*

1) *Field Dependence / Field Independence:* The task involved identifying a target figure among a series of shapes. An index ≤ 2.5 indicated pronounced field independence, while an index > 2.5 indicated pronounced field dependence. Individuals with a field-dependent cognitive style tend to rely more on direct visual stimuli within the visual field, demonstrating attention to details and structured information processing. In contrast, individuals with a field-independent style quickly isolate the target figure based on cognitive experience without being influenced by the surrounding context. The results showed that 66.6% of future educators exhibited a field-dependent cognitive style, while 33.3% demonstrated a field-independent style. This indicates that the majority of future educators rely more on visual impressions, analyze information within the field's context, and struggle to overcome the influence of the visual field in situations requiring detailed analysis and structured information processing.

2) *Reflectivity / Impulsivity:* The task required participants to identify a target figure among a series of figures, with performance indicators being completion time and error count. The reflective cognitive style is characterized by longer response times and fewer errors, whereas the impulsive style is marked by shorter response times but a higher number of errors. Among the students, 48.3% exhibited a reflective cognitive style, 23.3% displayed an impulsive style, 16.6% were both fast and accurate, and 11.6% were slow and inaccurate.

3) *Flexibility / Rigidity* (Rigid-Flexible Cognitive Control): Within a set time frame, participants were required to record associations with a given stimulus word. The responses were analyzed and evaluated based on the criterion of direct, concrete descriptions (rigidity) versus semantically distant associations (flexibility). Among future educators, 61.6% demonstrated a flexible cognitive style, while 38.3% exhibited a rigid cognitive style.

4) *Verbalization / Visualization*: This dimension assessed students' preference for a particular cognitive style when describing situations. According to the questionnaire results, 58.3% of students were categorized as having a verbal cognitive style, while 41.6% exhibited a visual cognitive style. The data are presented in Table 1.

Table 1. Distribution of students – future teachers by cognitive styles (%)

Cognitive Styles							
Field Dependence / Field Independence		Reflectivity / Impulsivity		Flexibility / Rigidity		Verbalization / Visualization	
Field Depen-dence	Field Independence	Reflectivity	Impulsivity	Flexibility	Rigidity	Verbalization	Visualization
66,6	33,3	48,3	23,3	61,6	38,3	58,3	41,6

N.Hall's Emotional Intelligence (EQ) test assesses key indicators such as emotional awareness, emotion regulation, self-motivation, empathy, the management of others' emotions, and an integrative indicator of overall emotional intelligence for each participant.

Regarding the "Emotional Awareness" scale, 35% of future educators demonstrated a high level, 48.3% showed a moderate level, and 16.6% exhibited a low level. This scale evaluates students' awareness of various emotions, feelings, moods, and experiences, as well as their ability to objectively assess their own emotional state. Notably, the results for this indicator are relatively high, especially when compared to the ability to regulate one's own emotions.

On the «Emotion Regulation» scale, 23.3% of future educators demonstrated a high level, 55% exhibited a moderate level, and 21.6% showed a low level. This indicator reflects the degree of control over emotional expressions and the ability to regulate them according to situational demands.

For the «Self-Motivation» scale, 33.3% of future educators demonstrated a high level, 41.6% exhibited a moderate level, and 25% showed a low level. This measure assesses the ability to manage one's behavior and activities through awareness and regulation of one's own emotions.

The «Empathy» scale evaluates students' ability to understand another person's emotional states, adopt their perspective, and experience emotional resonance with them. The results for this indicator are relatively high: 36.6% of students demonstrated a high level of empathy, 40% exhibited a moderate level, and 23.3% showed a low level.

The scale «Managing the Emotions of Others» reflects the ability to recognize another person's emotions and influence them. According to this indicator, 26.6% of individuals demonstrated a high level, 43.3% showed an average level, and 30% exhibited a low level.

The integrative indicator represents the overall level of emotional intelligence development for each individual and for the group as a whole. It was found that 28.3% of the student-teachers exhibited a high level, 45% showed an average level, and 26.6% had a low level of emotional intelligence. The data for the emotional intelligence scale indicators are presented in Table 2.

Table 2. Distribution of Future Teacher Students by Emotional Intelligence Indicator Levels (%)

№ п/п	Scales of Emotional Intelligence	Levels		
		High (≥14) / I EQ (≥70)	Average (18-13) / I EQ (40-69)	Low (≤7) / I EQ (≤39)
1	Emotional Awareness	35,0	48,3	16,6
2	Managing One's Emotions	23,3	55,0	21,6
3	Self-Motivation	33,3	41,6	25,0
4	Empathy	36,6	40,0	23,3
5	Managing the Emotions of Others	26,6	43,3	30,0
6	Integrative Indicator	28,3	45,0	26,6

In Figure 1, the levels of development of emotional intelligence components in future educators are clearly presented.

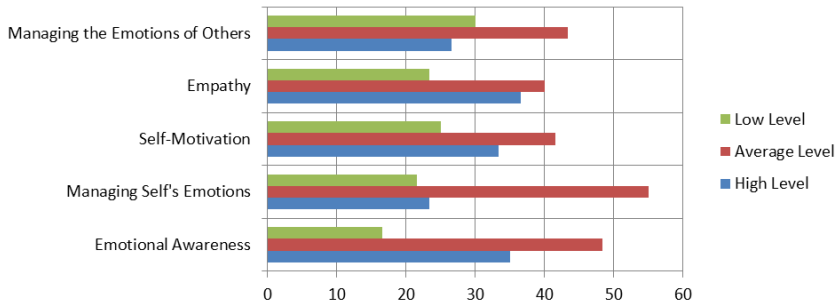

Figure 1: Indicators of the Development of Emotional Intelligence Components in Future Educators

To determine the presence or absence of significant relationships between cognitive styles and components of emotional intelligence, the non-parametric Spearman correlation coefficient was applied. A strong positive correlation was found at a high level of significance between context-dependency and emotional awareness (r=0.833), as well as empathy (r=0.833), (p=0.00, p≤0.001). A similarly strong positive relationship was established between context-independence and self-regulation of emotions (r=0.754), as well as self-motivation (r=0.625), (p=0.00, p≤0.001).

A high direct correlation was found between the cognitive style of "reflection" and emotion regulation and self-motivation (r=0.756; r=0.786), (p=0.00, p≤0.001). Similarly, a significant correlation was found between flexibility and emotion regulation (r=0.799), as well as empathy (r=0.794).

The cognitive style of "verbalization" was linked with emotion regulation (r=0.430) and managing the emotions of others (r=0.699), while the style of "visualization" was associated with emotional awareness (r=0.643) and managing others' emotions (r=0.513).

At the same time, an inverse correlation was observed between impulsivity and emotion regulation (r=-0.286, p=0.09). An inverse relationship was also established between rigidity and emotion regulation (r=-0.570), (p=0.00, p≤0.001), and empathy (r=-0.506).

The identified interrelationships confirmed the necessity of considering personal-professional qualities as a systemic interconnection of components – cognitive and emotional-personality – in their mutual influence.

Table 3. Results of Correlation Analysis of the Relationship Between Cognitive Styles and Components of Emotional Intelligence in Future Teacher Students

Emotional Intelligence Component	Cognitive Styles				
	Emotional Awareness	Self-Regulation of Emotions	Self-Motivation	Empathy	Managing the Emotions of Others
Context-dependency	0.833**			0.560**	
Context-independence		0.754**	0.625**		
Reflection		0.756**	0.786**		
Impulsivity		-0.286**			
Flexibility	0.779**	0.794**			0.707**
Rigidity		-0.570**		-0.506*	
Verbalization		0.430*			0.699**
Visualization	0.643**				0.513**
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

Discussions. The obtained data revealed the features of the cognitive-style and emotional-personality characteristics of future teacher students. The predominance of the context-dependent style in more than half of the participants (66.6%) characterizes them as individuals who are oriented towards considering context (field) and the situation when perceiving information. Additionally, nearly half of the students (48.3%) belong to the reflective cognitive style, meaning they are characterized by the ability to analyze situations, recognize their place within them, and reflect, which is a significant condition for the success of a future educator. A positive result was the predominance of students with a flexible cognitive style (61.6%), indicating their considerable creative potential. The distribution into styles of "visualization" (41.6%) and "verbalization" (58.3%) is interpreted as the impact of individual-psychological traits on the formation of cognitive style. The summary of the dominance of cognitive styles allows us to conclude that there are significant resources for the formation of meta-cognitive skills and the preconditions for the "learning to learn" competency among future educators, promoting greater awareness and self-regulation in their academic and professional activities.

The analysis of emotional intelligence development indicators highlighted some positive aspects: high levels of empathy and emotional awareness, which could serve as a foundation for the development of emotional competence in future teachers. At the same time, insufficient development in managing one's emotions and the emotions of others indicates a weak influence of cognitive mechanisms, which requires further development and correction during training at a pedagogical university.

The data obtained regarding the relationship between cognitive styles and components of emotional intelligence confirm the hypothesis of the systemic unity between cognitive and emotional-personality components of professionally important qualities in future teachers. For instance, several indicators showed positive correlations at a high level of significance: between context-dependency, emotional awareness, and empathy; independence from context, self-motivation, and emotional self-regulation; reflection, self-motivation, and emotion management; flexible cognitive style, empathy, and emotion regulation. Additionally, a connection was established between the "verbalization" cognitive style and managing both one's own and others' emotions, while the "visualization" style showed a relationship with emotional awareness and the regulation of others' emotions. A significant finding was the confirmation of the negative impact of the "impulsivity" and "rigidity" styles on empathy and self-regulation. These data confirm the unity of intellectual and affective influences on behavior and personality activity and reveal the specifics of this phenomenon among future teachers.

The study has some limitations related to the establishment of intermediate results, the sample being drawn from students of one university, though the sample represents the general population. In the future, the results will be deepened through the study of additional indicators of cognitive and emotional-personality development and an increase in sample size.

Conclusion. Thus, the personal-professional development of future educators is a systemic process involving the integration of components of professionally important qualities – cognitive and emotional-personality traits – in their mutual influence and synergy. Their integration contributes to the development of meta-cognitive and professional competencies in future teachers. The correlation analysis established a connection between cognitive and emotional-personality indicators, confirming the structural systemic nature of professionally significant qualities in future educators.

The empirical study of professionally important qualities showed the presence of specific features in the manifestation of cognitive styles and the levels of emotional intelligence components among future teachers, justifying the need for the correction and development of impulsivity, rigidity, and emotion regulation, relying on well-developed indicators of reflection, flexibility, emotional awareness, and empathy.

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